Middlebury

COLLEGE NEWS LETTER SUMMER 1972

Around the Hill

Commencement this year came near the end of ten days of picture-postcard weather and with the apple blossoms in their prime. The College awarded a record 401 Bachelor of Arts degrees and nine Master's. More than a fourth graduated with honors, including six *summa cum laude*, and 28 *magna cum laude*. Departmental honors went to 102—14 earned highest honors—and 44 seniors were elected to Phi Beta Kappa. Six seniors received commissions in the U.S. Army Reserve. The Class of '72 includes seven Canadians and 12 from overseas.

Honorary degrees were conferred on Edward C. Andrews, Jr. '46, president of the University of Vermont; Grace E. Bates '35, professor of mathematics at Mount Holyoke; Paul O. Kristeller, professor of philosophy at Columbia; and Thomas G. Wicker, associate editor and Washington columnist of the *New York Times*.

The ceremonies packed the Memorial Field House gymnasium and several hundred were required to follow the proceedings via the public address system outside the building.

The 12 Reunioning Classes brought more than 700 old grads back to the campus and at the Alumni Luncheon, Saturday, they gave a standing ovation to Gordie Perine, director of Alumni Relations and Placement, when to his total surprise he received an Alumni Plaque from the hands of Ken Nourse '52. Also honored with Alumni Awards for meritorious service to Middlebury were Frances Gale Dulac '32 (MA '37) and Chester Clemens '33, recently elected a Charter Trustee.

Paul Oskar Kristeller
LittD

Grace E. Bates '35
ScD

Edward C. Andrews, Jr. '46
LLD

Student Campaigners

Professors Rudi Haerle and Fred Fengler of the Sociology-Anthropology department have examined a sample of Middlebury students who assisted in political campaigns in 1970, to learn in what respects they differed as a group from the non-active students, on the one hand, and from the "confrontation activists" who chose not to work within the electoral system, on the other. Their findings were published in a paper read to the annual meeting of the Eastern Sociological Society at Boston in April.

In May, 1970, the College Faculty (like those at 28 other schools) voted a "political vacation" for the week preceding the November elections, to allow such students as wished, to campaign actively for their favorite candidate. The large majority of students at those 28 schools simply took a vacation (*Chronicle of Higher Education*, 10/26/70, p. 3) and in this respect Middlebury was not an exception.

But Haerle and Fengler wanted to study the group of students who did campaign actively, and learn how they differed from those who didn't. Several sociologists have published studies of the "confrontation activists"—those who have participated in campus demonstrations, sit-ins, marches on Washington, and so forth. Thus Haerle and Fengler have several sets of findings to compare with any generalizations they might turn up about the campaign volunteers they were studying. So they circulated a 10-page questionnaire to a nearly representative sample, whose responses represented nearly 20% of the entire student body.

Of this sample, 12% (42 students) had been politically active in the 1970 elections. Concerning these 42 "campaign actives", the investigators posited eight hypothetical correlations (based on investigations by others of the "confrontation activists") and proceeded to examine their sample to see if any of those correlations were also true of these political campaigners. Positive correlations hypothesized were with (1) upper-status (especially professional) background, (2) parents with Democratic or liberal party affiliation, (3) Jewish or non-religious, (4) male, (5) more academically involved (as measured by better grades, more faculty contact, and more intellectual than athletic interests), (6) upperclassmen, (7) majoring in social sciences or humanities, and (8) less alienated and socially isolated.

They found that "campaign actives" correlated significantly with none of these factors except (2). It appeared that there was a much better chance that you would try to work actively within the political system if your parents were Democrats or liberals—and particularly if your mother was. (It also appeared that seven out of eight of the political activists considered "athletic participation and recognition" not important.)

The almost complete lack of correlation with factors believed to characterize the "confrontation activists" leads Haerle and Fengler to conclude that the "campaign activist" is a "new and unique breed of politically oriented student . . . He is politically active, working within the conventional political 'system', and strongly oriented to the Democratic party."

Student Life Update

To update our readers on the drink-drugs-and-sex scene on campus, we talked to the Dean of Students and the Medical Director. First we asked Dean Erica Wonnacott if there are any plans to reopen the student taproom in Cook.

"Not for the present," she said. "The St. Michael's test case—seeking a liquor license for that college—was defeated in the courts; thus no college or university in Vermont can obtain a liquor license, at present. Therefore, we shall certainly not reopen the taproom until legislation is passed permitting educational institutions to hold a license, and whether or not we would, then, is not clear."

Asked whether the drug problem on campus had abated this year and if so to what extent, the dean replied, "I don't really know. It does seem to be gradu

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COVER: *Geography-major Dave Nutt '72 is also a top US performer in the white-water slalom and will be finessing gates in his kayak for the US Olympic team next month in Munich. He is seen, here, competing for a team berth in a regional trial on the Savage River in Maryland.* *(Story on page 47.)*

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Middlebury
COLLEGE NEWS LETTER

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present this petition to members of the Vermont Congressional delegation in Washington. A collection would be taken at the Peace Vigil to help defray transportation costs of the Washington delegation, which would consist of President Armstrong, a member of his administration, two faculty members, and four students.

On Thursday night to the tolling of the Mead Chapel bell, about 400 people assembled on Proctor Terrace and, each bearing a candle, began a silent march, single-file, past Pearson, the Chateau, the Johnson Building, Painter, and Old Chapel, to McCullough Gym, where after an ecumenical service in the gym, a puppet theatre group from Goddard College presented a street-theatre performance sympathizing with the victims of Vietnamese warfare.

On Friday noon the ROTC offices, which had been locked since Wednesday morning, reopened. The Adirondack Lounge continued in occasional use as a "Peace Center" into the week following. The group was told on Monday, May 15th, by Dean of Students Erica Wonnacott that they should vacate by May 25th and that they would be held responsible for long-distance calls from the lounge.

On Tuesday, May 16, Professors John Craven (economics) and Victor Nuovo (religion), and Marc Temin, instructor in philosophy, and nearly 20 students picketed the Westover AFB and were arrested without incident. They returned to Chicopee municipal court on Friday where, to the charge of disturbing the peace, a few pleaded *nolo contendere* and were fined $10, but the majority pleaded not guilty and were directed to appear on July 20 for trial.

Enough money was collected for round-trip air fares from Albany to Washington for four students, and several organizations such as REAP (Radical Education Action Project) and the Young Democrats contributed ⅔rds of the fares of the two faculty representatives, Norman Pereira (history) and Margaret Strobel (history). With appointments secured by President Armstrong with Senator Stafford '35 and Congressman Mallary, Dr. Armstrong and Dean Turner flew at their own expense from Burlington on Wednesday morning; the other six flew from Albany.

President Armstrong made it clear that each member of the delegation was appearing as an individual citizen and not as a representative, official or unofficial, of Middlebury College, of the College faculty, or of the College student body. The President has often said that despite the risks of misinterpretation, he would not, merely because he was a college president, stifle his conscience but rather would continue to discharge his obligations as a citizen, speaking out on public issues when he believed the times required it. He has also expressed his belief that in times of tension and stress it is a useful educational experience to direct students' concerns and frustrations into the several constructive actions open to every citizen in a representative democracy—specifically to communicate with his representatives in government who are charged with the obligation of dealing with public problems. To do less, he feels, would be not only to renounce one's duty as a responsible citizen but also to fail one's obligations, as an educator, of moral leadership.

The petition they carried to Washington, bearing more than 1,100 signatures, read "We the undersigned members of the Middlebury College administration, faculty, staff, student body, and the Middlebury community condemn the blockade and bombing of North Vietnam and the continuing involvement of the United States in the war in Indochina". While this petition was being subscribed, another petition was circulating among some other members of the College community. This petition, which garnered 125 signatures, read "We, the undersigned Faculty and Staff of Middlebury College, do respect and support our United States Government, and therefore do fully support President Nixon's decision to mine North Viet Nam ports."

On Thursday morning, a week later, three more faculty members, John Freidin, Norman Pereira, and Margaret Strobel, and a student were arrested at Westover AFB and arraigned.

On Saturday of Alumni Reunion and Commencement weekend, members of REAP exhibited on Proctor Terrace five 8 x 4 foot display boards covered with annotated photographs and clippings detailing the destruction of lives and land in Vietnam by U.S. armament, particularly bombs. Destruction by North Vietnamese forces was not shown.

At Commencement, roughly half of faculty members and some students in the procession wore black-on-white cloth armbands imprinted "Vietnam for the Vietnamese", and by an 11-to-one vote of the Senior Class, a class representative, Susan Jones, presented a brief resolution urging an end to the war and requested a moment of silence.

Black Cultural Center

As reported in the spring News Letter, a Black Cultural Center will open this fall in Adirondack House. We asked Bruce Gill '73, the thoughtful poli-sci major who is president of Black Students for Mutual Understanding, about the need and the programs of the Center. Why, we wondered, do the 57 black students on campus feel a strong need for a Cultural Center?

"One reason", he said, "is the new surge in the Black Movement, itself, which is turning away from a policy of assimilation or integration, which has been the thrust of the Black Movement ever since NAACP and organizations of that nature have come to the forefront in the movement. Furthermore, it is evident in educational materials starting from first grade through grade school, high school, and college, that the black experience, a legitimate and vast experience in American history, has been systematically left out of the history books, the literature books. The result is that you now have people coming into college who know that they are black and know something of themselves—what little their parents can give them or what little they pick up from their brothers and sisters in the streets—but who are, in the sense of a liberal education, terribly deprived and just haven't had the opportunity to learn as much about their heritage and about themselves as they can.

"Now Middlebury College as an institution says, according to its catalog, that one of its major objectives is to make the student more aware of his cultural heritage. In terms of black students, Middlebury cannot do that as she stands, right now.

"Now, there are two alternatives. One is a Black Studies program—obviously a long-run project—and the other is a Black Cultural Center in which the black students themselves can come together and begin to develop their own sense of community and solidarity, and eventually cultural unity, here on Middlebury's campus. We'll have our libraries, you know, in our cultural center,—whatever cultural assets we need in order to further our education as far as our cultural, social, and political selves are concerned.

"Unless Middlebury can somehow correct its deficiencies as an institution in order to serve the black students as well as the white students on campus, then it is not complete as an institution.

ally decreasing. One student was expelled this year for using and selling. One other student tried LSD for the first time, had a bad trip, and was much chagrinned. Those are the only two incidents that came to the attention of the Dean's Office. My impression is that students may be drinking more."

Dr. Parton reports that drug use on campus peaked three years ago (1969-70) and has shown a marked decline since. "In that year the Infirmary had 12 cases with drug problems—that is, students who needed immediate medical or psychiatric treatment for acute effects of excessive drug usage. Last year there were only three—two from LSD, one from marijuana. This year there have also been three—one from LSD and two from marijuana. So it's definitely tapering off." Part of the explanation, Dr. Parton thinks, is that those who are going to experiment with drugs are starting, now, at an earlier age and are quitting earlier, so that by the time they enter college they've pretty much outgrown it. But even so, the total number of adolescents getting involved with drugs has been decreasing dramatically. Dr. Parton also confirmed the dean's impression that a lot more beer was being consumed this year, particularly on weekends.

We then asked Dean Wonnacott about the accuracy of the report in the *Campus* that there were 70 unwanted pregnancies, here, in the '70-'71 academic year. She said it probably wasn't 70, but it might well have been 50 who had abortions. "It was certainly much too many. And this year there have been between 20 and 30, so there's a real job of education to be done. This is what the Student Sex Counselling Service is trying to accomplish, of course. And this term, on recommendation of the Community Council, the Infirmary is beginning to dispense contraceptive information and prescribe contraceptive materials to many of the women requesting it. Thus far, at least, the Infirmary staff has not been overburdened with requests."

Last November the Community Council established a special committee on the College Health Services to examine the problem and make recommendations. The committee, chaired by Chaplain Scott, consisted of the dean of students, an assistant dean of students, the medical director, a faculty member, a house director, and two students—three men and five women in all. Their report to the Council in January recommended "that the Health Service proceed without delay to provide initial prescription of birth control devices and associated gynecological care . . ." The Report pointed out that because many students coming to Middlebury, today, have had little or no contact with the traditional "family doctor", the College's medical director has to assume most of the responsibility formerly carried by that doctor. Moreover, the Report continues, "over a four-year period there develops between (the Medical Director) and students that unique bond of trust and intimacy which is characteristic of the best doctor-patient relationships. Within this new context it seems altogether legitimate for the Medical Director to include birth control prescription among the many medical initiatives he is called upon to undertake." The Report concluded, "The general policy affirmed herein does not imply that all requests for birth control devices shall be met willy-nilly. In each case the judgment rests with the Medical Director."

Days of Protest

On Monday night, May 8th, President Nixon announced his new negotiating proposals to North Vietnam and the U.S. interdiction of supplies to that nation by mining Haiphong harbor and cutting rail links with China. The oh-my-gawd-here-we-go-again reaction on campus would have been like the reaction to the Cambodian incursion except that the latter had already been lived through and only deepened many students' sense, now, of impotence and despair.

An emergency meeting was called for Tuesday night in Proctor Lounge to decide what actions members of the College community might undertake to signal their opposition to those steps. At 10:45 that night, after the meeting which had been attended by about 200 students and a half-dozen faculty, some 150 of the students decided to shut down the offices of Army ROTC, which are in Adirondack House, by occupying a portion of the building. They took this action, they said in their statement, "to formally register our protest against increasing U.S. military aggression in Vietnam. ROTC is the closest and most obvious link that Middlebury College has with the war effort. So we have decided to prevent its normal function in a strictly non-violent manner and convert its living space into a center for coordinating further peace-promoting activities."

By agreement with Lt.Col. Francis W. Marr, ROTC director, the occupying students did not enter the ROTC offices, which remained locked for the next 2½ days. Nor did they interfere with operations of the Placement Office or with the students rooming on the second floor. They confined their sit-in to Adirondack Lounge (formerly Willard Lounge) and all persons were left free to enter or leave all areas of the building except the ROTC offices.

Members of the College administration talked informally with students in the lounge until 2:00 A.M. that night, after which about 30 students spent the remainder of the night, there. Next morning (Wednesday) students set up tables of anti-war literature, made flags and signs with which they decorated the front of the building, and established a coordinating center for further war-protest actions. They issued a statement that "the building is being used to coordinate the following activities: (1) distribution of information about the war, (2) planning of future anti-war actions in Burlington May 13-14 as part of the People's Fair or at the B-52 Bomber base in Plattsburgh, N.Y., (3) coordination with other college movements, (4) letter writing to Nixon and members of Congress, and (5) organization of on-campus workshops, guerrilla theatre, and other activities." At a second "emergency meeting" in Proctor Lounge that afternoon, attended again by about 200 students, after a motion to move the meeting over to Adirondack House had failed, Assistant Professor John Freidin and Professor Richard Colman, just returned from an exploratory trip to Plattsburgh, cautioned about sending a student delegation to picket the SAC Air Force Base, there, unless the group was carefully organized and self-disciplined to minimize legal penalties and physical injury. They also read a note from the SUNY-Plattsburgh president stating that that school was going to undertake no demonstration at the base. A meeting of the Community Council was announced for 9:00 o'clock that evening.

At that 2½ hour meeting, before a group of 125 students dwindling to 50 at the end, the Community Council decided on three steps to register campus concern over continuation of the war: (1) There would be a candle-lit silent Peace Vigil march around campus on Thursday evening. (2) As many as wished would sign a one-sentence petition which a College delegation would take to Washington in a few days, and (3) A delegation of elected individuals would personally

"America stands today powerful but shaken, progressive but fearful, still the land of the free and the home of the brave, but just as surely the land of the exploited and the home of the uncaring. I do not believe the United States can long survive as we conceive of it—the light of mankind, the fortress of liberty—if it remains part complacent and part smoldering, part advanced and part retarded, part generous and part greedy..."

The Crisis of Wealth

By Tom Wicker

I suppose college seniors today remember, as one of their earliest impressions of public affairs in America, the murder of John Kennedy nine years ago. While the same seniors were in high school, American cities began exploding in despair at their own brutality and hopelessness. That same time span has included the longest, cruellest, darkest and most destructive war in our history—a war whose only benefit has been the widspread reexamination—if not yet the reconstruction—of the values and institutions that got us into it.

The period also saw white students shot down by the law at Kent State, and black students shot down by the law at Orangeburg and Jackson State. Drug addiction spread out of the ghetto to the mainstream of American life, and the torch that had been put to the cities touched even the campus. Fear—of crime in the streets, of revolutionaries, of militants, even of peace marchers and priests, and of the police who confronted them all, became the dominant tone of the time—of years punctuated by the gunfire that cut down Martin Luther King and Robert Kennedy. And now another shot, this time aimed at another kind of leader—George Wallace—has put an unpleasant period to those nine years in which you had a right to have been young.

So I don't think it would do much good to talk to you about what's right with America, as Mr. Nixon and Mr. Agnew so often advise the press to do. Neither, however, would it be an accurate picture that showed the United States in 1972 a land exclusively of poverty, fear, materialism, crime, rapacity and reaction—as some of the more radical revisionists would have it.

I think rather that America stands today powerful but shaken, progressive but fearful, still the land of the free and the home of the brave, but just as surely the land of the exploited and the home of the uncaring. Our country seems, as it backs and fills into the last third of the cruel twentieth century, by no means so confident as it was (which may be good) and by no means so impressive as it likes to claim (which is surely bad). The contemporary United States seems to me almost a study in national schizophrenia—wealth, power, ingenuity, benevolence, undermined by senseless priorities, Darwinian social customs, political inefficiency, technological anarchy, racial and class animosities, and confused notions of American power and its role in the world.

If that is true, I must remind you of the Biblical injunction that a house divided against itself cannot stand. Wealthy and powerful though it surely is, I do not believe the United States, of all nations, can long survive as we conceive of it—the light of mankind, the fortress of liberty—if it remains part complacent and part smoldering, part advanced and part retarded, part generous and part greedy—and by no means far enough from Lincoln's century-old description, "half-slave and half-free."

I'm not trying to make the fatuous case that to survive we have to develop a Utopian society. I don't know of any nation that ever eliminated all its ills, not even through the thoughts of Chairman Mao — there may be no street crime in China, but there's precious little art, either, of other than the state variety. I've been hacking out a living in journalism for twenty-five years, more or less, and with that grim background in human nature, I don't expect to see the money changers driven from the temple, or the lion of power lie down with the lamb of peace. Nor do I delude myself that we can return to the placid ways and the unyielding verities that I knew in the small-town South of 40 years ago, when life seemed good and unchanging and just made for little boys.

But it's neither sensible nor courageous to insist that whatever *is* must be the best of all possible worlds. I don't have much patience with those social scientists who insist we don't know enough, hence we must have more study and less action. Man may not control his destiny but he was put here to try, and fails himself most abysmally when he yields, instead, to despair, cynicism, apathy, or his own greed.

I believe there *are* imbalances we can right; I believe there *are* grievances we can remedy. I believe there *are* injustices we can repair; I believe there *are* decisions we can make rationally, on matters which otherwise will decide themselves, and not for the best. And if such things are possible, then it is the death of the soul, for nations as well as men, to let them go by default.

In that spirit, I call particularly to your attention what I'll describe as the "crisis of wealth." We have lots of wealth in America—a staggering gross national product, a continent replete with resources, industrial and commercial installations almost beyond value, consumption most conspicuous. But we also have an astonishing poverty in the public sector.

I know of almost no city or state in which the public schools are not badly underfunded, while local property taxpayers are in most cases overburdened. We invest in public mass transit only a fraction of what consumers lay out for automobiles. Every citizen fears crime, or ought to, but how much do we as a society actually invest in improved police services, in adequate courts, in rehabilitation of drug addicts, in a correctional system that might

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Many who heard Mr. Wicker's Commencement Address have asked for a copy. One of the most forthright commencement speeches ever delivered on this or any campus, it is published here for the entire Middlebury family.

"Now, again, the white students here at Middlebury College are terribly deprived as far as an awareness of what is happening within the black community. That's one of the communication gaps that exist between white and black people. The majority of white people in America are only aware of the top 1%, if that many, of black people throughout history—people whom they have set up as the epitome of the black experience. Otherwise they've had no contact for the most part with the black experience, except for things like music and things of that nature which don't really enhance their understanding of the black experience. For instance, they learn about American literature; they learn about wars that America has fought and the people who fought in the wars; they learn about the Depression and what it was like for various classes of people in America in a depression. But you see black people in America have gone through these same changes, too; black people in America have fought in every American war but very few people know that the first person killed (in the Boston Massacre) was a black man. We, through the cultural center, can educate ourselves as to the broader realms of the black experience and in so doing we can then educate the rest of the College community, who definitely need some sort of education in that field."

Did he view the Black Cultural Center as a substitute step for a Black Studies program?

"Middlebury needs a Black Studies program, but I think the Cultural Center is certainly essential so long as it remains the only project that the College has to alleviate the problem: Middlebury College is a 'cultural center' in itself, you know, for white students. But there are obvious differences, which even a Black Studies program would not bridge, between the social and cultural needs of the black individual and that of a white individual in the College community. So there would never be a time when you should phase out a cultural center, because it would always be necessary to help the black students, who are a marked minority and one that sticks out like a sore thumb: it's necessary that they be able to have a sense of community, a sense of belonging, that they would not have otherwise, in the College environment."

What does he hope will be part of the Center's program, next year?

"One of the major things we'd like to do is to have an educational workshop which will be in direct contact with the College community. It's a workshop that finds out what's happening now in the black community, nationally, and communicates such news via the bulletin board or talk shows on the radio. It lets the College community know what's happening in the black world presently. This is not only for the wider College community outside, but the black community within the Cultural Center, also.

"And then we'll have writers' workshops—producing something from the cultural center that's similar to *Frontiers*. We're going to have a theatre workshop. We'll be doing works by black playwrights; hopefully we'll be using techniques that might be used only by black directors because there is a new medium in black theatre, as far as play structure is concerned, that is foreign to anything that's going on in the white theatre, today. We hope to do a dance workshop. All of these things are aiming toward our Black Cultural Week. We'll have people who are interested in theatre and dance teach us what's going on in theatre and in dance as far as the black experience is concerned; we will do these things for the community so that they can see what's happening . . . just for general cultural enrichment of the campus."

Did he envision any sort of informal educational classes on special black subjects?

"None of us are really qualified to give even informal classes or seminars. We can have rap sessions, you know, and students come in and do their thing on that level. And we do have some people who are qualified to do certain things: we have some African students who can definitely do seminars on African culture, African political awareness—things of that nature. We have some people who may be able to do some poetry. We're also working on a speakers series. We hope to have a speaker a month come in to speak in the Black Cultural Center. Also, black films will be shown.

"And of course we will have social activities; nobody likes everything to be business, you know; they like to mix their pleasures. And even that is an educational experience for many people here at Middlebury, because the social life of black people and white people are vastly different in many respects. The basics are the same—we all listen to music, we all dance, and we all talk—but the *ways* of doing all these things are different."

How much black-white student interaction, if any, did he expect in the Center's program?

"Well, we have told the Administration, we have told student activists, and I'll tell you, that our Cultural Center is as much for the white students on campus as it is for the black students as far as education is concerned. We're going to try to build a library that will make up for the lack in Middlebury's library in some spheres. We will be there and we're always willing to talk, you know, we'll have social games going. In general the Cultural Center will be open to those students who want to come.

"Now we realize there's the problem of us ending up segregated or separated from the College campus. I think it's natural that you're going to have a split to some degree, simply because it's natural for swans to fly with swans and ducks to fly with ducks. But we want people to come over, people who mean business; if they want to find out what's happening, we're asking them to come on over.

"So to summarize some of the things we'll be doing: I mentioned theatre workshop, dance workshop, writers workshop, community education, art, music workshop, library; and we'll be running tutorial sessions for those black students who need help in one subject or another. Hopefully, we'll have a sewing workshop for those who would like to learn how to sew African cloth, which should be interesting for a lot of your white ladies. We intend to have the music library at the Johnson Building take in what we feel should be there as representative of black music, and it will be accessible to everybody. But the music workshop is where people who are into music can come in and play music with each other, teach their friends congo drums and other African instruments.

"Then have people on campus who are very artistic and who would like to do art scenes all over the cultural center and on the walls. There are people who like to sculpt, like to paint, do etchings—they can come up there and they can do their thing. We will try to meet expenditures with what we get from the student activities fee budget as allotted by the Senate to various organizations on campus. We intend to start off slowly. We're not going to try and jump in and be complete in two or three months. As far as the reasons are concerned, as I said, there are three needs: the institutional need, the need of the black student to develop to his fullest potential, and the need for the white students to develop a full awareness of what's going on in America."

der to provide the jobs that would alleviate unemployment and take care of those coming annually into the labor market. Just the other day I heard Hubert H. Humphrey call for 3.5 million new jobs a year—apparently just any old jobs.

But that isn't good enough any more. The warnings of ecologists—most notably the recent report of the Club of Rome, with all its defects—at the very least cast grave doubts on the illimitability of economic growth. One need not accept the idea that "zero" economic growth and "zero" population growth are necessary to the survival of the human race to see the point that the exponentiality of growth in both areas is bound, ultimately and if unchecked or unmanaged, to lead to catastrophe.

Just for example, there are only enough world aluminum reserves for 31 more years—unless we stop using so much aluminum, a course which, incidentally, would drastically cut the more important demand for electric power. And if we cut aluminum consumption by outlawing aluminum cans for beer and the like, we could also cut into the solid waste disposal problem, which would again reduce electric power and other energy demands. But that also would reduce raw economic growth.

The basic point is that, however economists and ecologists may differ on such estimates, and whatever resource substitutes and new processes may be developed, it would be rash to count on the traditional notion of economic growth as the solution to the maldistribution of wealth in America—even if we didn't know already that the idea is fraudulent. The truth always has been that maldistribution of wealth is fundamentally a political and not an economic problem, and it will be solved, if at all, politically and not economically.

In fact, the inability of economic growth to act as the redistributor of wealth, in my judgment, is going to force men and women of your generation to find in your lifetimes some other means of redress for this palpable grievance. If economic growth won't do it, so much less will a freeze on the status quo—with the haves continuing to have and to gain, and the have-nots continuing not to gain and even to lose. Whether by tax reform, or direct subsidy, or guaranteed income, or public employment, or effective public investments in health, housing, education and the like, or by the effective disallowance of inheritances, or by all of these and other relatively peaceful and agreed-upon means, I think a more equitable distribution of wealth in America will become, if it isn't already, one of the first priorities of your time.

This isn't a call merely to soak the rich. It's estimated that if only ten per cent of the after-tax incomes of all families earning over $15,000 annually were shifted to those now earning less than $4,000 a year—which is deep poverty—the incomes of those poor families would be increased by more than half. And that kind of redistribution of wealth might ease the enormous pressures toward economic growth—which also are pressures toward resource exhaustion and disastrous environmental effects. Such a redistribution also would do much to ease the social tensions that lately have made life in our country, particularly in our cities, so nearly a nightmare. So there is as much self-interest involved for the rich as for the poor.

"We have lots of wealth in America—a staggering gross national product, (and) consumption most conspicuous. But we also have an astonishing poverty in the public sector. Much of the political and social unrest of the last decade represented the first reach of the deprived for a greater share of the material wealth of society; and official violence was usually the response."

But I don't for a moment suppose that this crisis of wealth is going to be solved by wishful thinking or rose-colored promises or idealistic thoughts or commencement addresses. If, as I've suggested, the old faith in economic growth will no longer suffice even as moral subterfuge, it seems to me that this crisis is likely to end in a fairly strong measure of coercion—either from government, protecting the essential status quo, or from the political triumph of a class majority extending across racial and ethnic lines and embracing all those who are now the have-nots of our wracked society. And that's a lot of people.

What is there in American history to suggest that we can either retreat from unlimited growth to some more prudent and managed level of activity, or redistribute private wealth to the have-nots and to the public sector, entirely through good will, common sense, and voluntary means? After all, much of the political and social unrest of the last decade represented the first reach of the deprived for a greater share of the material wealth of society; and official violence was usually the response.

I'm painting a discouraging picture, but it's easy to be discouraged these days. Just recently, I talked with one of the most distinguished social scientists in this country, whose work I would have thought was indispensable; but he said he felt more nearly every day that it was worthless and doing no good. "People like me who think we're doing something useful," he said, "sometimes I think we're just indulging our own vanity."

And this week I read that the most comprehensive study yet completed shows that public school integration has resulted in no educational gains or negligible gains for black children shifted to formerly white schools, while some students remaining in all-black schools actually had done better. Can this possibly mean that the Supreme Court was wrong 18 years ago—that separate schools are *not* inherently unequal? If so, most of my professional life has been spent in a false faith; and the best men and women of my generation have given much of their spirit and a lot of their lives to an ideal we are now told has no practical meaning, and from which the nation seems only too eager to retreat anyway.

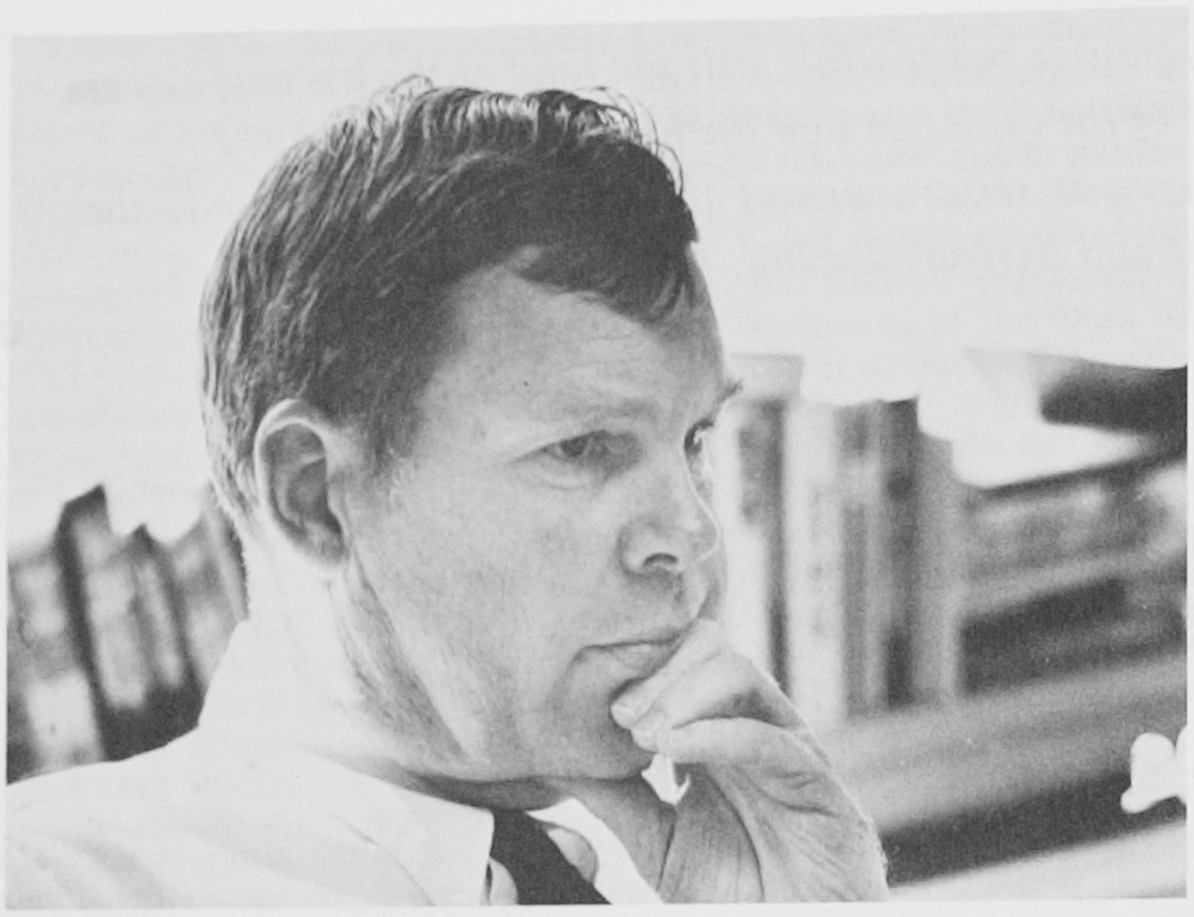
Perhaps we are only experiencing the ancient story of mankind—that, as Adlai Stevenson once said, there are no gains without pains, and there's no way to push forward on one front without losing ground on another. Perhaps, in that sense, all our struggles—whether for justice, or liberty, or plenty—are doomed to failure or frustration.

So never mind the doubts and despairs of one who's getting tired, and older than used to seem possible. The task is always to try, and I cling somehow to the belief that we Americans *can* be bold enough, imaginative and generous enough, not of course to make a perfect world, but to make the best of an imperfect world. As for the crisis of wealth, surely the possibility exists that men and women like yourselves will reject the most catastrophic alternatives and take the lead—socially, economically, politically—in the course of generosity for the weak and justice for the disadvantaged.

If so, you'll have to hold fast to William Faulkner's counsel that the basest of all things is to be afraid, and you'll have to believe with Browning that a man's reach should exceed his grasp. But perhaps you could do something to bring nearer the vision of America once pronounced as a valedictory to the Senate by one of the greatest men of my home state:

"In this America of our struggles and our hopes," he said, "the least of these our brethren has the freedom to struggle for freedom—where the answer to error is not terror, the respect for the past is not reaction, and the hope of the future is not revolution; where the integrity of simple people is beyond price and the daily toil of millions is above pomp and power; where the majority is without tyranny, and the minority without fear, and all people have hope."

Thank you for listening. □



Thomas G. Wicker
LLD

at least have some impact on first offenders—much less in the squalid dungeons where we now cage up offenders like animals? I don't have a doctrinaire position as to how health services can be delivered more widely, cheaply and effectively, but I fail to see why that shouldn't be a matter of the highest public priority or why public investment shouldn't be a major part of the solution.

We may think we pay a high price for the public welfare system, but it's not much compared to what we ought to be investing in improved education, housing, physical and mental health care, nutrition, and other programs that might at some finite point reduce the number of those for whom welfare is needed. We have lots of money for highways in this wealthiest of countries, but in New York the mental hospitals are a public scandal. How about your state?

The federal government scarcely hesitates to subsidize industries like Lockheed or foreign governments like that of the Greek colonels or farmers like John Wayne and Senator James O. Eastland. It builds depletion allowances and investment credits and the capital gains tax into the operations of the wealthiest and most powerful elements in American life. But it can't find funds to distribute food stamps free, or to provide adequate day-care centers for working mothers and their children, or to subsidize out of its revenues the miserable stipends of the elderly, or to provide more than a token number of public jobs for the unemployed millions that want to work.

But it isn't just the public sector that gets the short end of the stick in the distribution of America's vast wealth. The deepest-running grievance in American life today, hence the gravest political issue—even though most of our politicians, typically enough, haven't discovered it—is the wicked and intolerable maldistribution of income and wealth that the government and the American economic system not only tolerate but encourage—thus creating most of the discontents and outrage that is making life so uncomfortable for us all.

But we're not going to escape much longer the meaning and consequences of a situation in which just one per cent of our total population holds 28 per cent of the net wealth of the country—and 28 per cent is right at $512 billion dollars—with all the other 99 per cent and the public sector scrambling for what's left. Nor should anybody comfort himself that an enlightened national policy is slowly setting things right. It isn't; the rich are getting richer. In 1953, almost two decades ago, that same one per cent, or its fathers and mothers, controlled only 27 per cent of the wealth.

Herbert Gans puts it this way: "The poorest fifth of the U.S. population receives only four per cent of the nation's annual income, and the next poorest fifth, only 11 per cent, while the richest fifth gets about 45 per cent, and the five per cent at the top over 20 per cent." One per cent of all stockholders own about 80 per cent of the value of all corporate stocks in America; two per cent of all stockholders own about two-thirds of all stocks held by individuals.

On the other hand, 11 per cent of our population—the black 11 per cent—controls less than half of one per cent of the economic assets of the nation. Whatever percentage of American blacks lives in what we call the ghetto could tell you something about that; they may not know the figures but they know from experience that just about 80 per cent of all ghetto businesses are owned by white people, who live somewhere else, charge outrageously high prices on low volume, and complain about the incidence of crime in the ghetto.

Put it another way and you find that only five per cent of Americans dispose of 20 per cent of the annual national income. Still another way of making the same point is that 51 per cent of American families, more than half, have less that $10,000 a year income; and 77.8 per cent of American families have less than $15,000, which Louis Harris has defined as the demarcation line between affluence and something less.

Maybe all this wouldn't be so inequitable if the people who get most of the money also paid most of the taxes; but they don't. Those earning less than $2,000 pay out just about half of their incomes in all forms of taxation. But those earning over $50,000 return an average of only about 45 per cent of their incomes in taxes. And those in the $10,000 bracket pay in taxes only about four per cent less than those earning $25,000 to $50,000. Moreover, Philip Stern has estimated that all kinds of federal subsidy come to about $720,000 annually for each family with a million-dollar income; but for families earning under $3,000, government subsidies of all kinds average out to only $16. Meanwhile, those middle income families who complain the loudest about welfare are receiving average government subsidies of $650 a year.

Now this crisis of wealth has suddenly been given an ominous aspect by the substantial disqualification of the traditional American response to the idea of income redistribution. In the past, we've been able to put unquestioning faith in the panacea of economic growth; in fact, the United States has become the very symbol of the religion of economic growth—the notion that if the pie keeps on expanding, sooner or later everyone's share of it, no matter how small the percentage of the total, is bound to be ample. I never remember hearing any of the three Presidents I've covered—Kennedy, Johnson, or Nixon—talk about redistribution of wealth (although Mr. Nixon's welfare reform plan is a limited form of income maintenance); but each of the three has preached without reservation the necessity for economic growth—any kind of economic growth—in or-

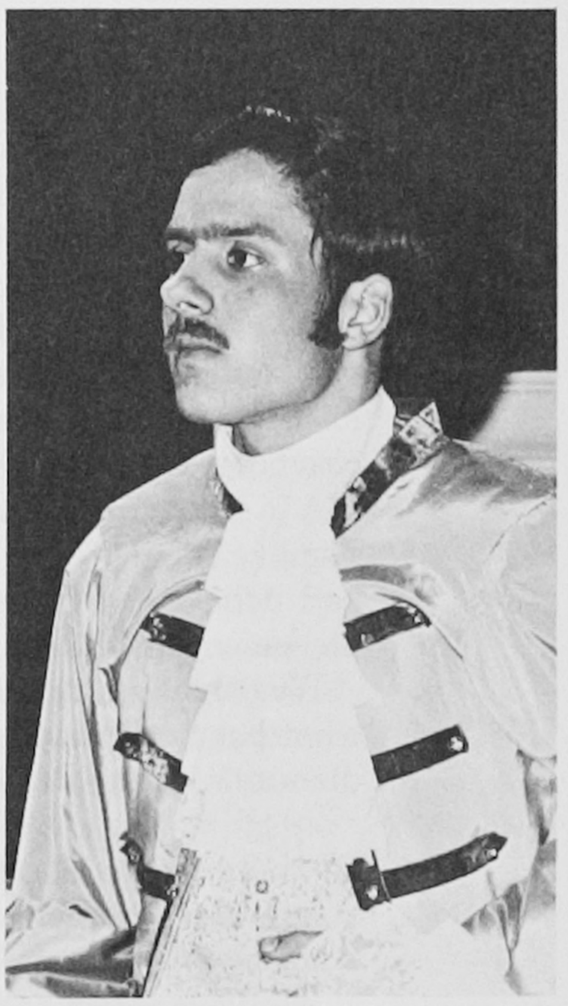
Facing page, the maid Dorine (Katie Holland), left, suggests to Damis (Ron Duquette) and Mariane (Janet Higbee) that Tartuffe has designs on their step-mother, Elmire. But Orgon's mother (Janet Stanford), above, defends Tartuffe as a saintly man. Before you can say "bas les masques", Tartuffe (Arthur Hillhouse) is declaring his passion for Elmire (Corky Hulswit), while Damis eavesdrops from hiding.

permits an intimacy between actors and audience that makes it easier to project nuances of characterization—and more basically, of course, helps the audience to grasp the foreign-language dialogue."

Before the Essex Junction adventure, *Tartuff* had been presented twice as rehearsals before French students at Burlington and Vergennes high schools and four times in the Hepburn "Zoo". By rehearsing before high school students who have already read the text, Simon says, "they can see how we're trying to improve a certain scene or moment in the play. For high school students it's very striking to see a group communicating informally in French as it works with a text and improves it before their very eyes. So we are showing, first of all, how a text becomes a play and we are encouraging some of the high school students to try to present their own plays in French. Shorter plays, perhaps; less ambitious in scope—but when they see our students can do it, I think it encourages them, maybe, to dream in that direction. These are second and third year students. And for those of our own students who are hoping to teach one day, I think they will teach in a more flexible and experimental way and encourage their students to turn their texts into plays."

On that May day when a school bus pulling suddenly into a traffic line on Route 7 caused a succession of rear-end collisions, curtain time at Essex Junction High School was delayed 20 minutes. Roger Van Voorhees '75 had to be stitched up and could not go on as *Valère*, and the arrival of Elliot Polebaum '72 (*Cléante*) was delayed until the start of Act III. Prof. Barenbaum, after a pre-curtain announcement, had to take *Cléante's* part in the first act and *Valère's* part in Acts II and V. The group's lighting engineer, Charles Callanan, was ready to undertake one of the roles until *Cléante* arrived at the *moment ultime*.

Next year's play has not yet been selected but will certainly be another of Moliere's works since 1973 is the 300th anniversary of his death.



Short-fused Damis is set to explode, "I cannot tolerate *Tartuffe in our house!!" Martha Sosman '72 designed and directed the sewing of all costumes.*

L'Atelier Théâtral de Middlebury présente

"Le Tartuffe" de Molière

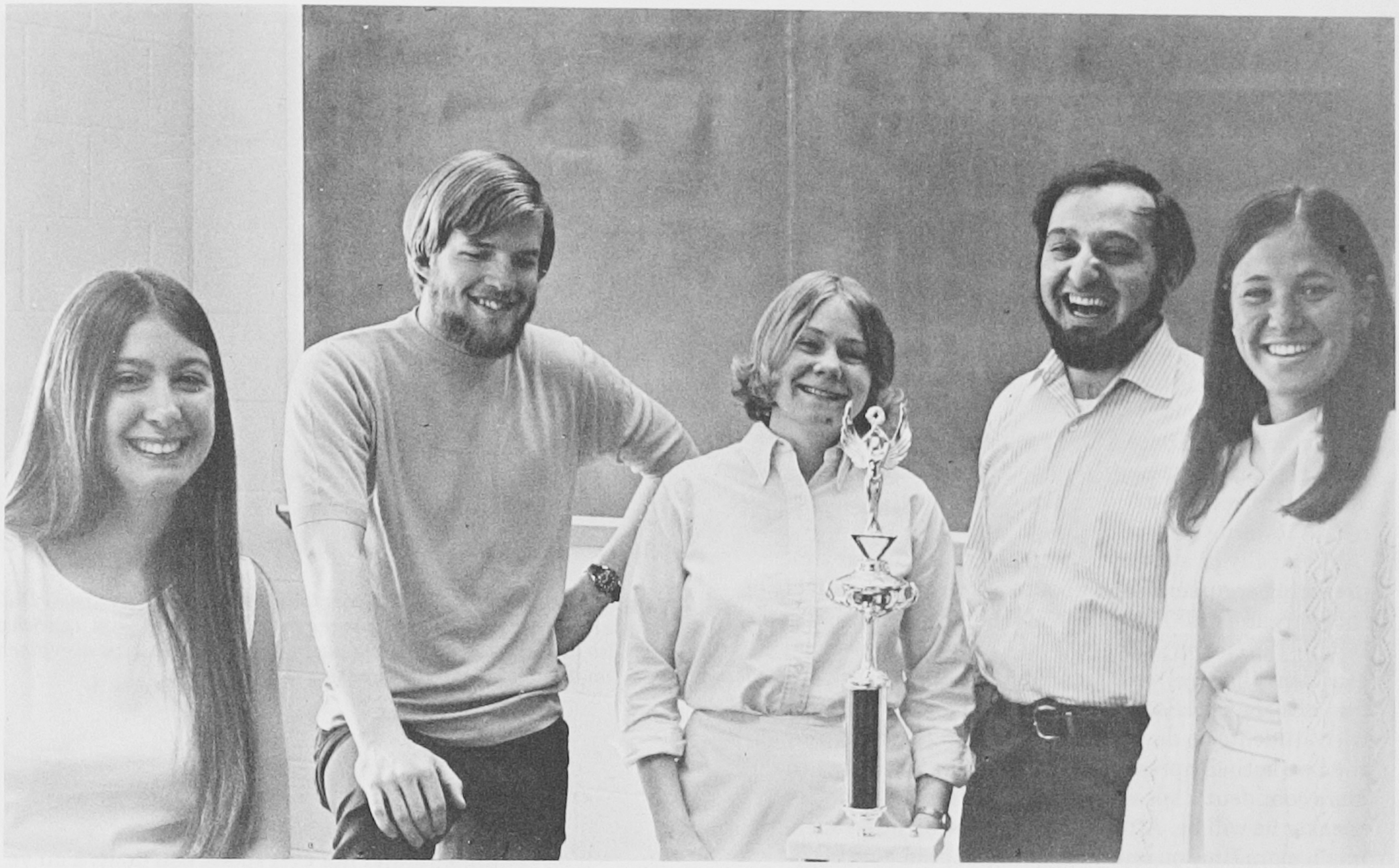
Top, Yvette Rutledge's pen-and wash drawings of cast decorated stairwell to Hepburn Zoo. Below, Orgon (Richard Wilbur) tries to rationalize Tartuffe's behaviour.

With 150 of the ablest French students from ten Vermont high schools and colleges a waiting audience in Essex Junction, two of the principal actors in the French Theatre Workshop's production of *Tartuffe* are banged up in *un accident d'auto* one hour before curtain time. What can you do?

This contretemps capped the Workshop's 1972 season in May as the 20-student group completed its second year. Its director, Professor Simon Barenbaum is enthusiastic about the esprit of the group and its rapidly growing welcome by high-school French departments in the state. The director began taking French-language productions out to high school audiences while at Oberlin (where he taught for 13 years before coming to Middlebury in 1970) and says that "Vermont is an amazing territory for this sort of effort because practically every school in the state is only one hour away. We're now beginning to get real communication," he adds; "In only our second year to have a high school invite us to perform and to invite ten other schools to join as an audience is one of the most encouraging victories we could hope for."

The French Theatre Workshop is a 3-credit course in the Spring term devoted solely to producing a French play: all *répétitions, décors, accessoires, éclairages, dessin des costumes, couture, maquillage, musique, publicité, photographie,* and art are accomplished in French by the students enrolled and by others who contribute their talents as an extra-curricular activity. Last year's production was Marivaux's *Le Jeu de L'Amour et du Hasard*; this year's was Moliere's *Tartuffe*. Readings are held in the preceding fall term as extra-curricular preparation to generate interest, and tryouts for the Spring production are held in November.

"We play in the round so our sets are very limited—a few well-chosen period pieces—and lighting is simpler. Theatre-in-the-round has other important advantages for foreign-language 17th- and 18th-century plays; it is well-suited to stylized—almost balletic—movement of the actors within the playing area and it also



Four of 11-man forensics team and coach, returned from National tournament with 4th-place trophy, are suitably cheerful at establishing Middlebury as best in the East.

Q. For each tournament is there one subject?

D. "There's only one subject all year long. There is a national topic which is announced in August by the committee that sponsors the national tournament. So by the time school starts the debater has a filebox full of material and has done enormous amounts of research on this topic on both sides, affirmative and negative. You see, that's one of the really strong values of debate: it forces the students—*forces* the students—to research both sides of the topic in depth. Even from my own experience in debate I know a hell of a lot about public issues simply because as a coach I *had* to learn about economic policy, I had to learn about international politics from both sides of the issue—so that I'm aware of the validity of different points of view.

"The national topics, interestingly enough, have always been about a year ahead of public concern. Last year we debated wage and price controls; this year wage and price controls were instituted. Two years ago we debated revenue sharing from the federal to the state governments; the next year Nixon had a plan for revenue sharing. Four years ago we debated a guaranteed annual income, which is still being talked about. Three years ago we debated Executive control of the United States foreign policy: the fact that the President is making too many decisions and that there should be some control of it. Of course this has been vitally needed now for the last couple of years. The students get a very clear sense that there's no one side to any of these issues and have got to do substantial research on both sides.

"One of the dangers is that they may never make up their own minds as individuals about an issue because they know too much about both sides, but if they do make up their minds, then their decision is an intelligent decision based not so much on emotion and feeling as upon solid facts and a clear reasoning of the case."

Q. It's often claimed that debating tends to promote sophistry in debaters and a kind of shallow, expedient approach to issues. How would you comment on that?

D. "I would respond by saying that is always a very clear

Finest Forensics Team

Coach discusses 5 years of debate and forensics at Middlebury

Middlebury's forensics team came away from the National Tournament in May ranked fourth in the nation and tops in the East. All 11 team members qualified for this tournament and 10 qualified for two or more events. (The five forensic events are oral interpretation of prose, of poetry, and of drama; extemporaneous speaking; and impromptu speaking; to "qualify" a speaker must have been a finalist in that event in one of the previous tournaments this year.) More than 40 colleges and universities participated in the National, held this year at Ohio Northern University.

The Middlebury team also placed in five of the six other tournaments entered this year; individual members took 6 firsts, 6 seconds, 5 thirds, 10 fourths, 6 fifths, and 4 sixths in the seven competitions.

As no courses in public speaking are offered in the curriculum, all forensics and debate work at Middlebury is an extra-curricular activity.

Coach Dale DeLetis, who also has been an assistant dean for the past three years, came to Middlebury in 1967 after coaching debate at Serra High School in San Mateo (his MA in Dramatic Literature is from Stanford). He leaves the Faculty this summer to teach English and coach forensics and debate at Milton Academy in Massachusetts. No replacement had been announced at press time.

We cornered the coach a week after the Nationals to learn what has been happening in debating and forensics at Middlebury while he's been here.

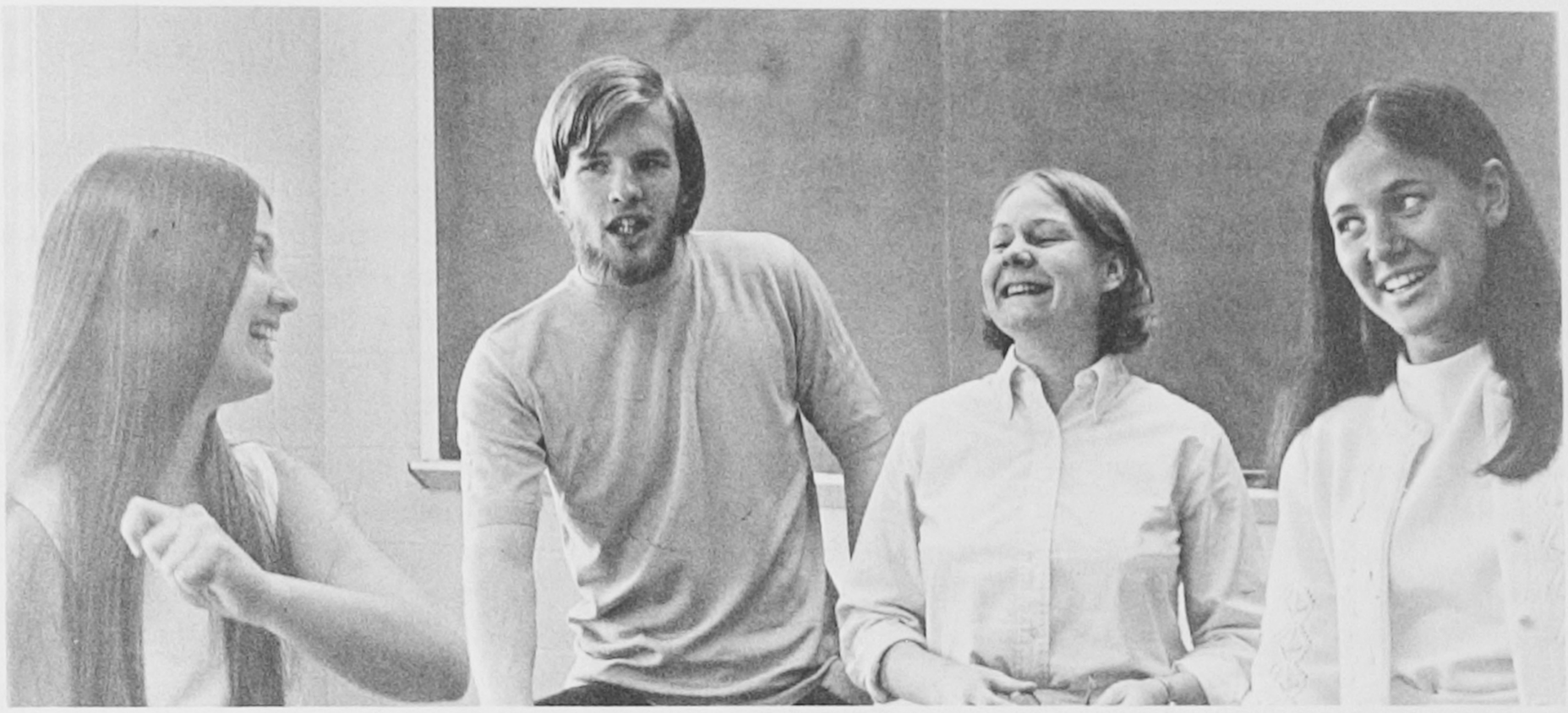
D. "I came to Middlebury as Director of Debate five years ago and I found a continuing program but one without direction or focus. The man hired to direct debate the year before had jumped his contract at the last minute so Pete Brakeley (Director of Financial Aid) took over for that interim year and kept the whole program together, which is absolutely to his credit: he signed the vouchers and he coached the kids and he took them on tournaments.

"So when I came I did two things. I attempted to build a debate team that was already in nucleus form. There was a group of students who were very much interested in debating who didn't have much skill or finesse, who didn't have much sophistication in argumentation and didn't know very much about how to make a presentation. I took those students and built a team. And secondly I initiated an individual speech program, the kind of program that resulted in our going to Nationals last weekend. There had been no forensics to speak of, no interpretation, no extemporaneous speaking, no oratory. So I attempted to build debate and I started a forensics program.

"The first year of any new program is always a year without a great deal of explicit, definable success. We won some debates and we lost some; we won some interpretation contests and we lost some. But we had a good year: there was a lot of enthusiasm, people were excited, and the building went on. And then once the second year started the strength was evident. In debating Middlebury began to be recognized in the next three years as one of the New England powers. And in forensics, individual speaking, it certainly was recognized as one of the leading schools in the country, almost right from the start. Even the second year I had a couple of students—Philip Pillsbury '71 and Pamela Phillip '71—who were winning first place right from the time they opened their mouths. And already Middlebury was getting a national reputation in New England for debating."

Q. Are there "leagues" in New England debating?

D. "There are no leagues to speak of. The country is divided into eight districts and New England is District 8. But, in point of fact, District 8 comes together as District 8 only once during the year and that's for the district tournament, to establish the 3 or 4 schools that will qualify for the National Tournament. Other than that, individual colleges will sponsor a debate tournament and send out invitations to everybody, all across the United States. Anywhere from ten schools to 150 schools may respond depending on what tournament it is. So when the invitations come in, I set up the schedule for the year and decide which tournament I can send my teams to according to budget and also according to the strength of the tournament. You would never send some of our weaker debaters to the tournament at Harvard because they would simply get wiped out—they'd learn nothing and would be so discouraged they would never enter anything again. So I choose the tournaments based not only on the quality of the kids but the quality of the tournament and the location."



Diana Durham '72, left, leads Jim, Jane, and Kris in Midd Forensic Fight Song. Diana was on team all four years, graduated magna cum laude *and PBK, with honors in English. Jim was finalist in all 7 tournaments entered this year. Jane Baird '72, team's finest comedienne, took a 1st and a 3rd this year in prose reading. Kris Bye and Alexandra Elson '74 were top Midd speakers at Nationals; Alexandra was 3rd in prose and, with Janet Stanford '75, was 4th in drama. Other teammates not shown were Judy Snyder '72, Noel Ferris '73, JoAnne Paris '73, Jim Hurley '75, and Chris Somple '75.*

one point of view or another. You can almost anticipate those topics. And we do, we have files for Vietnam, we have files for the economy, we have files for Social Security, we have files for the political scene. You just read magazines and you know generally the kind of topics that are going to be asked."

Q. What other sub-sections are there within forensics?

D. "There's original interpretive reading and original oratory. Let's take interpretive reading. The student has a manuscript which he carries with him—a manuscript of poems, prose, or drama—and he reads the material. These programs usually revolve around a theme or an idea, so that no one ever does a poem just for its own sake but because it is representative of a particular idea which the student is interested in. The program is 10 minutes long and the material has to be centered on a particular theme and must be of substantial merit. There might be two poems or two short pieces of prose. You might read one long poem. You might read one long piece of prose."

Q. And in original oratory?

D. "A student prepares a speech of 8 or 10 minutes duration that is designed to persuade—persuade a person about a solution to a problem, persuade a person toward a certain goal or action, anything like that. It's an argument. But it's done in formal rhetorical style. There's a certain mode to this sort of presentation. Usually the presentation has some style to it, in addition to just presenting the argument. Debate, on the other hand, has to be almost styleless—it's point 1, point 2, point 3; you can do point 1, point 2, point 3 with style but what wins points is the substantiation behind the point. How solid is the evidence? And how substantial is the analysis? The little turns of phrase? Nothing!"

Q. How many tournaments were entered this year?

D. "Seven tournaments including the Nationals. And we placed at six of them, as a team. (In the seventh, only two people went so they were not likely to place in cumulative ranking.) In individual events every student gets a rank but also all the team points are put together, and there's a sweepstakes award given to the school that does best overall. We got fourth in the nation last week, via the accumulation of points of all members of the team."

Q. Who were the top three teams?

D. "Ball State University in Muncie, Indiana took first place in the nation. They have an enormous speech program. They had 45 students at the national finals. Second place went to Ohio University in Athens, Ohio. Third place went to Eastern Michigan State University in Ypsilanti. Fourth place went to us. A lot of the state schools, especially in the Midwest, are very big on individual events and forensics."

Q. This certainly was not dominated by the big universities.

D. "Not at all. In fact some of the big universities just pooh-pooh the whole thing . . . they won't have anything to do with forensics. Some big universities don't even have debate. Yale won't touch it, neither will Princeton. But Dartmouth has a *long* tradition of debate; Harvard does too." □

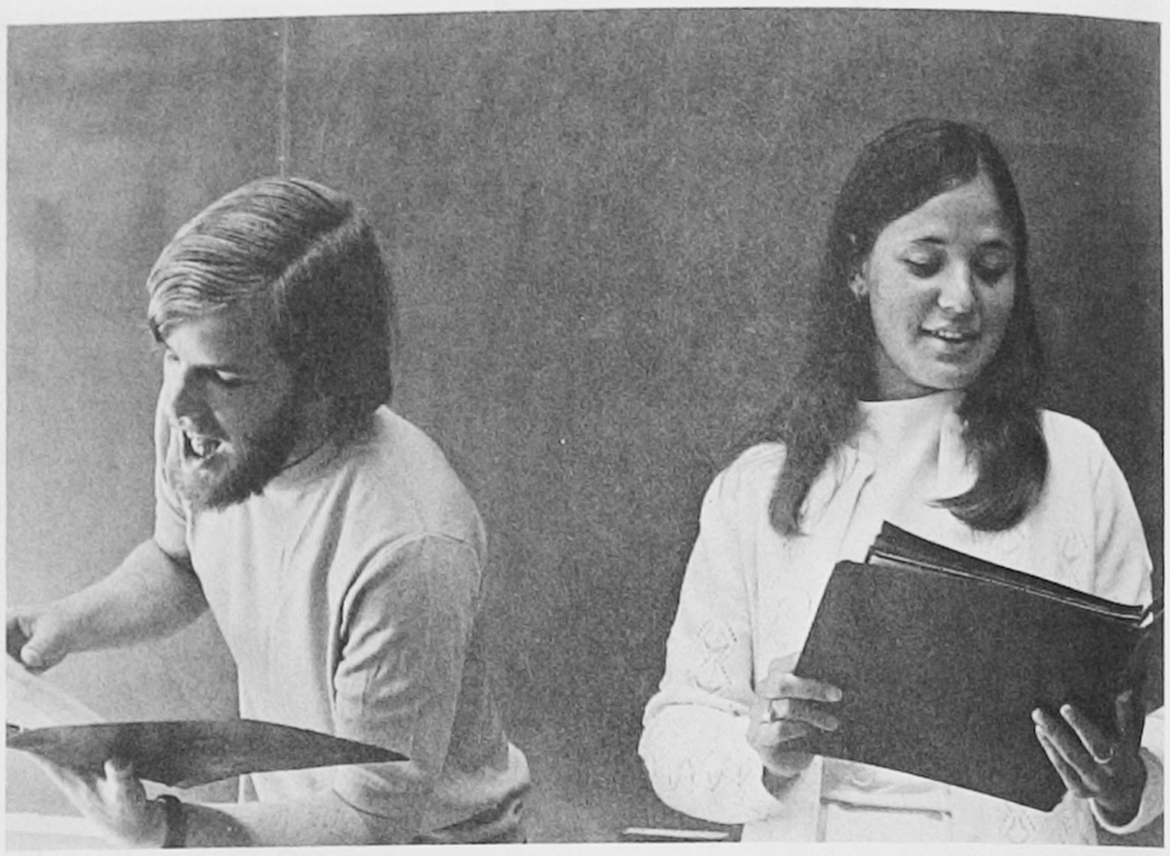
and present danger, in debating. The format is very rigid and very structured. The first affirmative presents a case; the first negative responds to only those arguments that the first affirmative presents within a 10-minute time limit—which then must be responded to within a 10-minute time limit. So, yes, it is possible to become very facile, you know—to speak very quickly, to give generalizations, not to use evidence, and to do superficial analysis that can fit into 10 minutes. It's the job of the coach to make sure that doesn't happen, that the 10 minutes which the speaker has, are filled with substantial analysis and solid evidence that's based on work. The job of the coach is to make sure that the students are not doing a shoddy job."

Q. How much of a debate coach's job is directed toward encouraging students to prepare logical and informed arguments, on the one hand, and how much of it is directed toward effective delivery?

D. "Typically as a coach I spend about 75% of our time preparing arguments and about 25% on actual delivery of those arguments. The more the students know about the topic—the clearer, stronger grasp they have—the more confident they feel with an argument, and the easier they find it to deliver. So I spend most of my time working with students on developing the best arguments, and then we actually present them. Because I find that the more confident a speaker is of his material, the better speaker he will be. After I realized that we must spend much more time on analysis, our ratings in speaking went way up—because they knew what they were talking about.

"An odd thing happened, then, last year. Forensics, individual speaking, just spiralled, and more and more kids were interested and we had to have tryouts to select a team. But debating started to wane and I could get fewer and fewer students interested in debating. Even students who in high school had had a great deal of experience—there are students in the College who are state champions; who have gone to the national tournament in high school debating—who will have nothing to do with it once they come to the college level. They're tired of the formalized structure and endless research and the endless practice. So starting last year, interest in debate fell off significantly and this year I just said 'O.K., unless there's a nucleus of at least 8 or 10 people who will do all of the work, we're not going to debate.' But there weren't 8 or 10, so we eliminated debate completely and I focussed all my attention on individual events. I think that one of the reasons we did so well this year in individuals is that I had time to give attention to each of those people and all 11 of them became very good."

Q. Moving over to a related question in the forensics area, there is one category in forensics—impromptu speaking—where a previously unknown subject is suddenly assigned and you're given two minutes to prepare. Now how on earth does a student prepare for that sort of thing?



Juniors Jim Honeyman of Schenectady and Kristine Bye from Duluth join in reading coffin seduction scene from Richard III. *Jim was 6th and Kris 5th in oral interpretation of poetry at Nationals. Kris also placed 2nd, nationally, in reading of prose.*

D. "It's very difficult and not everybody can do it. You've got to have a student who is very fluent and who can think very quickly on his feet. Because we usually want him to turn that topic into a meaningful speech in a minute—two minutes at the most. Our only preparation for an impromptu is to find some general topics that we talk through among ourselves. Rock music, protest movements, a couple of other political topics—just talking through, making outlines, so that the kids have some facts and some ideas and some formats in their head and as they get a topic they can quickly click in to one of them. That doesn't always work by any means, but that's a way of getting some things into their heads which they can organize in that two-minute time and give a four or five minute speech."

Q. That's impromptu speaking; now, what is extemporaneous speaking?

D. "The student draws a topic on current events from an envelope. And he's given a half-hour to 45 minutes, depending on the tournament, to prepare a 7-minute speech, and he may bring his research with him. Let's see, in the National finals, what did they talk about—'Will McGovern win the working-man's vote?', 'Can McGovern be the Democratic presidential nominee?', 'Should Social Security payments be increased?', 'What should China's role be in the solution to the Vietnam war?'—all very 'current' things and my students had briefcases full of material which they would then consult in the half-hour period and make up a speech to persuade according to

the target? When did it take place? Did it involve people, places, or things? Was it military, diplomatic, economic? etc."

Was all of this leading up to a computer analysis?

"Right, we feed these numerical indicators into the computer and then we ask it to call up certain types of acts, and see if they're in some way correlated and predict other types of acts. For instance an obvious category we will look at is threats: Does a threat by nation A predict a threat by nation B? And does it predict to a stronger threat by nation B than the threat by nation A? And does that in turn predict to an even stronger threat by nation A?"

How would he proceed?

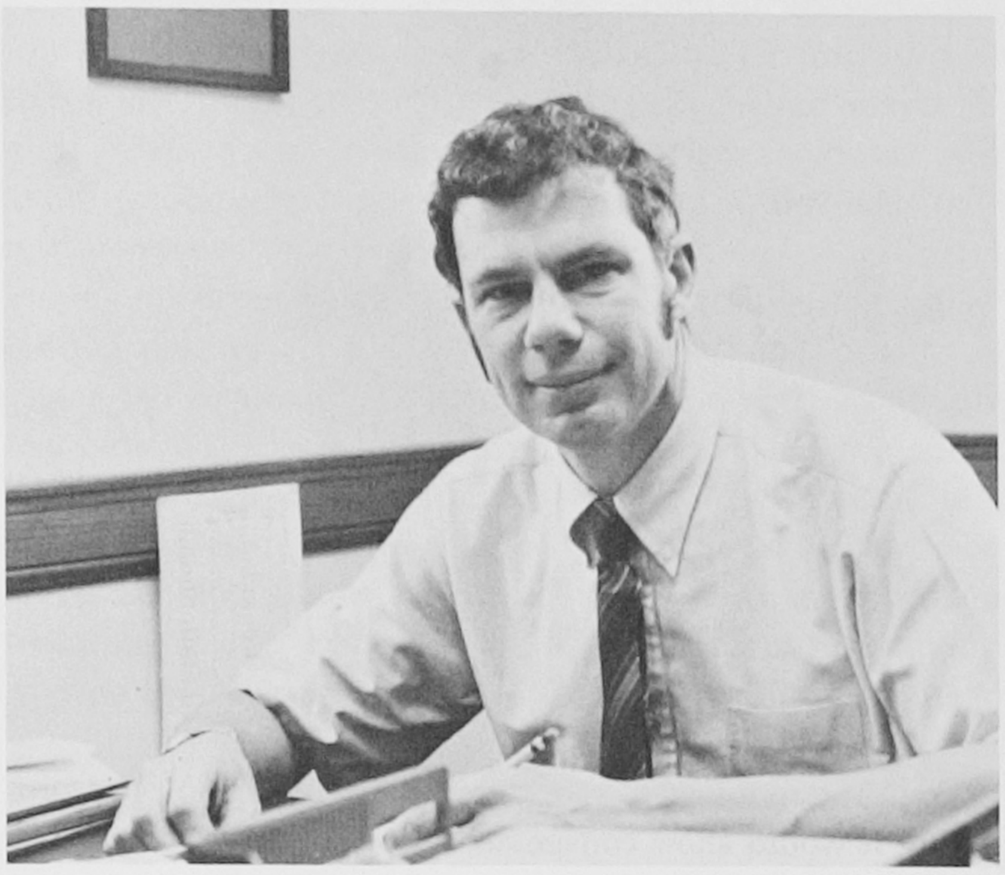
"The first stage will be what I would call a simple 'mapping' of the conflicts. For each of our cases we're going to draw a plot of the pattern of action: How does the conflict look? Was there a sudden increase in violence at some point in time? A decrease in violence at another point in time? Then we will separate the conflicts into types."

When he says plot, does he mean literally a graph through time of the level of tension between two nations?

"Exactly. Then we will begin to look for what we call conflict boundaries: When does conflict begin? That is, when is there so much conflictive action between the two nations that we call it a 'conflict', rather than just the normal mixture of conflictive and cooperative behavior between nations? At what point does it become a conflict? At what point are there turning-points within the conflict? At what points are there sudden or gradual steps to greater levels of conflict? For instance, if you look at the Cuban missile crisis, which we have already graphed, you can see that on October 15th when the U.S. discovers the missiles, there's a jump in conflictive activity. Then on October 22nd when Kennedy makes his blockade speech, there is another sudden jump in our graph of conflictive behavior. Well, these could be turning points. But on the other hand at the end of October when the Soviet Union agrees to remove the missiles, the conflictive behavior decreases and cooperative behavior increases. At the point where these two lines cross, that is, where cooperative behavior is moving up and negative behavior is moving down, we may have the end of the conflict.

"But then we do a number of things—we measure the areas between the two curves—between the positive and negative curves at beginning and ending points to measure the relative magnitudes of conflicts.

"All of this you might call our 'gross mapping' of conflicts—to put them into different types. For instance, we have noticed at least two general types of pre-war conflicts: one I call 'the pit', where two nations seem to be involved in a fairly low level of conflict but then all of a sudden there's a marked increase in tension. The Suez crisis of 1956 is a good example: with the sudden Israeli attack, four nations—Egypt, Israel, Britain, and France—find they're now in a situation where drastic action must be taken to end the conflict. Another type is 'the quagmire'—something like in Vietnam—where a nation very very *gradually* finds itself oozing closer and closer to more and more serious war."



Russell Leng '60

If these are to be plotted on a graph, this seems to imply that one can quantify levels of tension between nations. How is this possible?, we asked.

"There are really three ways you can do it. One is to simply take a frequency count, which of course is not too satisfactory. You simply say that each act counts as much as another act so then when you have the greatest number of negative acts you have the most tension. Believe it or not, that doesn't work out badly, when we compare it to what historians think would be the movement of crisis toward war. You would simply count up the number of conflictive acts. Say a nation mobilizes its troops, issues a threat, declares a blockade, alerts its armed forces—you might have four conflictive acts.

"A second way of counting tension is to weight acts. There I would decide that an attack by one nation on another nation should count 100 points, whereas I would count a blockade 50 points, and I would count a threat 25 points, and I might count a nasty comment only 5 points. That would be a simple, if rather subjective, way of measuring tension-producing behavior.

"Another way of handling it and a way that's very popular among people who do empirical research of this sort is what is called "scaling acts." You would submit all the types of conflictive acts which you have identified to judges—

Did Israel attack Egypt because Nasser was inexorably aggressive? Poli-sci project will probe 40 wars to assemble a computer model for more precise and empirical study of

Conflict Behavior among Nations

Upon learning that Russell Leng '60, associate professor of political science, had received a $33,500 grant from the National Science Foundation in April for a research project entitled "Conflict Behavior and International War", we dropped around to his office in Munroe and asked what he was going to look into.

"I suppose the first thing to say," he said, "is that we're not doing this research simply out of curiosity; it's based on a real concern with war and our own particular assumptions that war, in an absolute and relative sense, is a bad thing—which is not as obvious as it may sound. Revolutionaries would argue that war is sometimes the only way to achieve certain desirable changes. But our assumption is that in the past and most likely in the future, war has been a very harmful aspect of international behavior. Well for seven years, now, David Singer at Michigan has been focussing his attention on the structure of the international system—which includes such factors as the alliance linkages between nations, the power balance among nations, and the economic conditions within nations which seem to predict to war at certain times. The time frame is 1815 and 1965—the last 150 years.

"I got involved with the project when I went on leave a couple of years ago and worked with Singer in Ann Arbor. He's also been asking what kinds of regimes are most likely to be involved in war: is it more likely that a communist state be involved in war than a democratic state? Are monarchies more prone to war than democracies? etc. And if so, at what points in their history and in what sort of international environment?

"The third thing that we would like to know is, what kinds of actions by nations seem to predict to war? Does a series of threats and counter-threats lead inevitably to a war? Or, is this really meaningless; is it simply enough to identify aggressors—to say there are 'good nations' and 'bad nations'? My investigation focuses on the behavior of nations, the things that nations do to other nations—give them aid, for instance, establish or break diplomatic relations, issue threats or warnings, or actually attack them. The assumption is that, when we have looked at some 40 conflicts over this 150-year period, we will find that there are certain patterns of action which are more likely to result in the outbreak of violent conflict than other patterns of action.

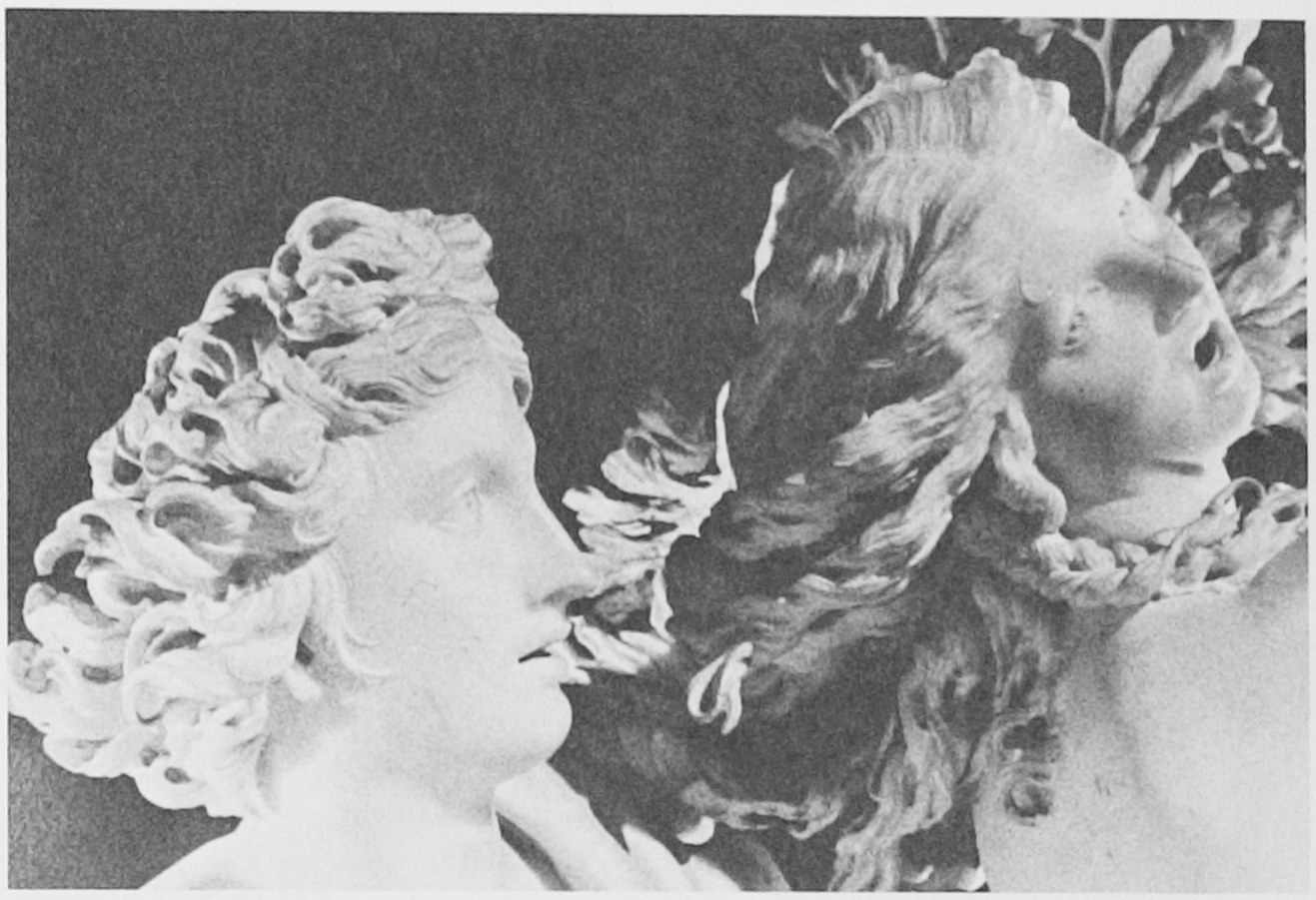
"There's a wider assumption here too—an assumption that I think is important for my study: it is that wars are caused just as often by situations where two rival nations get involved in a series of acts—threats and couter-threats, commitments and counter-commitments, domestic demands for action—that lead them into wars which rationally they may wish to avoid. In other words, wars aren't just the result of a certain type of nation launching an aggressive war on another nation. There are wars—perhaps World War I, perhaps the Suez conflict in 1967—which result from a chain of events where two nations find themselves on the path to war even though they may not wish to be there. The study, then is to find what kinds of patterns of behavior are more likely to predict the outbreak of war, all other things being equal.

"All those other things 'that are equal' are the things that Singer's studying: what is the structure of power in the system? Is Israel at war with Egypt because of a certain chain of events or because Israel thought herself threatened by growing power around her? Or, is there something about the regimes that predicts war? Perhaps the events don't matter if you look at who's running the state. Maybe Israel had to go to war with Egypt because Egypt was run by Nasser and Nasser was psychologically driven to aggression. That's one way of looking at it. My own suspicion is that the events do, indeed, have a lot to do with the fact that those nations went to war. So eventually Singer's study and my study will be combined. But my own study will focus on behavior."

How is he going to examine each of those 40 conflicts in those 150 years?

"What we've developed is a very complex coding scheme where we identify the acts that nations take. That's part of it, to identify an act, from the available source material—which includes narrative diplomatic histories, newspaper reports, diplomatic memoirs, state department records, documents, and archival materials. We have to scan that material and find some way of making all of these narrative sources comparable so we can analyze them together. To do that we've developed a coding system whereby we identify a certain type of act and give it a numerical designation. Each one of the acts that we identify is described according to 32 indicators. We ask, Who's the actor? Who's

ALUMNI NEWS



MILESTONES

Marriages

CLASS	NAMES AND NEW ADDRESSES	DATE
1929	D. W. Kelley and Kathleen Brettell '29 P.O. Box 743, Windsor, Vt. 05089	
1936	Lawrence Leete '36 and Joanne McDonough	Mar. 4, 1972
1949	Donald Grose '49 and Marion Lynch 11 Meadow Ln., Southboro, Mass. 01772	Dec. 27, 1970
1955	Frederic Norton '55 and Joyce Shipper 70 MacArthur Dr., Warwick, R.I. 02886	Mar. 16, 1972
1962	William Eastler '62 and Geraldine Cass Sutton 143 Main St., Williamstown, Mass. 01267	May 5, 1972
1963	Peter Schosberg '63 and Sharon Silverfield 13700 N. E. Sixth Ave., Miami, Fla. 33161	Dec. 19, 1971
	Emmett Van Buskirk '63 and Susan Erickson	May 27, 1972
1964	Chester Meyer '64 and Karen Lenker 318 W. 108th St., Apt. 4, New York, N.Y. 10025	Apr. 6, 1972
	Gordon D. Moore and Martha Tuttle '64 546 State St., Brooklyn, N.Y. 11217	
1965	Dennis Johnson and Mary Bieri '65 2405 No. 40th, Seattle, Wash. 98301	
	Lt. S. Lindsay Webbe '65 and Caroline Stark Garrett 3046 Jackson St., San Francisco, Calif. 94106	Apr. 15, 1972
1966	Alan Magary '66 and Kerstin Fraser AfriCamera, P.O. Box 14023, Nairobi, Kenya	Apr. 8, 1972
	John Swartz '66 and Susan Glazier '66 RFD 3, Bull Hill Rd., Amherst, Mass. 01002	May 13, 1972
1967	Peter Schuyler '67 and Nancy Petersen	Apr. 22, 1972

say experienced political scientists or historians from different countries and ask them to simply rank them according to the magnitude of conflict. They would put war at the top, the blockade would be somewhat further down than that, and your negative comment even further down. Then after you've gotten all of these scores from everyone, you would simply graph these statistically to achieve a normal curve and then, based on where each act is on that normal curve, assign it a score. For instance, 99 out of 100 judges probably will say that the outbreak of war is the most violent act of all. War, then, would be at one extreme end of your curve and get a high-rank score whereas a blockade might be in the middle. The scores would look like grade rankings in a class—90, 87, 60, 50, even zero for pure cooperation. The score for each act would be based on how many other possible acts were more conflictive."

Then the curve wouldn't show height of tension, we supposed, it would show consensus of opinion about the ordering of conflictive acts?

"Right. That's the very popular method of scaling. It's still partly subjective, but it takes a certain amount of the subjectivity out of it.

"The project will be funded for two years. I have a request in for a leave for the second semester of the second year but I haven't received word on it yet.

"Most of the real research will be done by Middlebury students, and most of the money is going to students. The principal expense will be to pay students to code the narrative sources. Students also will help draw the graphs and run computer analyses. It's a big effort and a lot of it is work that students can learn to do—I just couldn't do it all myself. So the bulk of the funding goes to pay student assistants. It's a nice indirect benefit because it gets undergraduates involved in peace research."

Are Singer's results also going into the computer to be correlated with Leng's?

"We haven't done that yet. Our goal would be to have an integrated working model of the onset of war. It's interesting that nobody else has tried to do this before. The research that we have, today, on outbreak of wars is very speculative, and it's often what I would call 'event specific'; people argue, 'World War I occurred this way, therefore this must be the way all wars occur.' Once we have a computer model of war—a model we hope will be rich enough, detailed enough to be truly meaningful—we should be in a position, at last, to come up with significant generalizations about how international conflicts develop—and how they can be avoided." □

1964	Jill and Stuart Campbell '64	Gregory Douglas	May 27, 1972
	Barbara Brown Hewitt '64 and Charles Hewitt	Marcy Brown	Aug. 20, 1971
	Susan Perkins Yates '64 and Ronald Yates	David John	Mar. 9, 1972
	Jean Blanchette St. Clair '64 and Joseph St. Clair	Aimee Renee	Mar. 8, 1972
1965	Penelope Child Peters '65 and James Peters	Amanda Child	Mar. 7, 1972
1966	Judith Nothnagle Reynolds '66 and Howard Reynolds	Thomas Earl	Mar. 25, 1972
	Nancy Haeffner Mahland '66 and Robert Mahland	Greg Robert	May 22, 1972
1967	Diana Pickos Johnson '67 and John Johnson	Jennifer	Feb. 22, 1972
1968	Mr. and Mrs. John Beauregard '68	Timothy John	Oct. 6, 1971
	Kveta Gora Pierre '68 and Francois Pierre	Anne-Christine	May 6, 1972
1969, 70	Lena Brisman Klein '70 and Joel Klein '69	Katja Debora	Mar. 30, 1972

Deaths

1907 **Mary Pratt Rhodes** (Mrs. Moffett), 87, died March 6 in San Rafael, Calif. After graduating from college she taught at Rogers Academy (Ark.) for two years. From 1920-22 she was a student at Pacific School of Religion in Berkeley where she earned a Master's. In 1909 she married the Rev. Moffett Rhodes and they had a daughter, Mary. Mrs. Rhodes was a member of Alpha Chi and Phi Beta Kappa.

1910 **Grace Hoxie Allen** (Mrs. Roy), 95, died in Phoenix in February. She attended Middlebury for a year before transferring to Mount Holyoke where she received her degree in 1910. She taught in Granville, N.Y. before her marriage in 1913. She had a son, Roy. Mrs. Allen was a member of Alpha Chi.

1910 Word has been received of the death of **Herbert E. Worden**. Mr. Worden was a member of Phi Beta Kappa.

1910 **Esther H. Shea**, 82 died Jan. 26 in New Bedford, Mass. For many years she taught in high schools in Winooski and Windsor, Vt., Schenectday, New York City, and Puerto Rico. Survivors are two brothers, **Frank '10** and **Arthur '17.**

1912 Word has been received of the death of **Lou Dutton Worcester** (Mrs. William), 82. Before her marriage she was a teacher in Chelsea (Vt.) and Hollis (N.H.) High Schools. Mrs. Worcester was a member of Pi Beta Phi.

1912 **Clinton S. Reynolds**, 80, died Feb. 12 in Tacoma. In his early years he taught and was business manager for several schools until 1923, when he went with Puget Sound Light and Power. He worked for several utility companies in Washington state until his retirement in the late 1950's. He was the author of many industrial studies, particularly in the field of transit. In 1917 he married Jessie McMullin and they had two sons, Robert and James. Mr. Reynolds was a member of Kappa Delta Rho and Phi Beta Kappa.

1912 **Carl Grupe**, 85, died May 17 in Keene, N.H. After graduating from college he was principal of Chelsea (Vt.) High School and headmaster of Winchester (N.H.) High School before going to the Thayer School where he served as teacher and headmaster for 34 years. Survivors are his wife, the former Agnes Stein, a son, Wayne and a daughter, Mrs. Kathryn LaTourette. Mr. Grupe was a member of Alpha Sigma Phi.

1917 **W. Phillips Thorp, Jr.**, 77, died Jan. 3 He attended Middlebury for a year and then transferred to Rutgers where he received a degree in 1917. He worked for many years in advertising, banking, promotion, and estate planning. In 1919 he married Hester Tregoe and they had a son, William, and a daughter, Eleanor.

1917 **Darrell D. Butterfield**, 77, died March 22 in Middlebury, Vt. Until his retirement in 1955 he operated his own business in Middlebury. He was a veteran of World War I. Survivors are his wife, the former Helen Mudgett, a daughter, Mrs. Richard Heitman (**Jeannette '52**), and a son, Frank. Mr. Butterfield was a member of Chi Psi.

1917 **Harold A. Damon**, 76, died April 2 in Reeds Ferry, N.H. In 1921 he founded Damon Real Estate and was one of the oldest active real-estate brokers in New Hampshire. During World War I he served for two years in the Naval Reserve. Survivors are his wife, the former Dorothy Frost, and three sons, Earl, H. Lane, and Dr. Dwight. Mr. Damon was a member of Kappa Delta Rho.

1918 **Louise Reynolds**, 76, died April 24 in Burlington, Vt. where she had taught in the high school from 1923-1947. She had previously taught in high schools in Proctor, McIndoes Falls, and Essex Center, Vt. In 1926 she was awarded an MA by Middlebury's Bread Loaf School of English. Miss Reynolds was very active in community affairs in Burlington, was a member of Kappa Kappa Gamma, and of Delta Kappa Gamma, national honorary education society.

1919 **Harold B. Tatro**, 74, died Feb. 19 after a long illness. He attended Middlebury for a year then joined the Air Service during World War I, returning in 1919 to complete work for his degree. After his graduation he worked for American Tel. and Tel. for two years and then joined the family business, McCraw and Tatro, women's apparel store in No. Adams, Mass. From 1950 until the closing of the store in 1960 he was president of the business. Survivors are his wife, the former Effie Deans, a son, **Harold B., Jr. '50** and a daughter, Mrs. Elizabeth Slade. Mr. Tatro was a member of Delta Kappa Epsilon.

1925 **George H. Jaggard**, 73, died Jan. 19, 1972. Since graduation from college he had been a teacher. He is survived by a sister, Mrs. Heinrietta Kelsey. Mr. Jaggard was a

1968	Mr. Linder and Virginia Stranahan '68 RD 1, Plainfield, Vt. 05667	
	Capt. William Brummett '68 and Frances McCrary	Mar. 25, 1972
	William Warren '68 and Janet Harris '68 Battell Block, Apt. 25, Middlebury, Vt. 05753	
	Dr. Bruce Shafiroff '68 and Shirley Levine	May 21, 1972
1969	Robert Cohen '69 and Beverly Rainey '69 137 Culpepper Dr., Pennllyn, Pa. 19422	July 10, 1971
	Richard Laurente and Susan Cornes '69 1123 So. Water St., Silverton, Ore. 97381	aug. 28, 1970
	Wayne Swift '69 and Louisa Woodruff 3511-A West Ave., Austin, Tex. 78705	Aug. 15, 1970
	Robert W. Johnson III '69 and Anne G. Walton 145 So. Lake Ave., Albany, N.Y. 12208	Mar. 25, 1972
1970	Lt. William Wallace '70 and Suzanne Bakker 115 Wolfsgangstrasse, 6000 Frankfurt/Main, W. Germany	Apr. 15, 1972
	Ralph Pais and Judith Fischer '70 2065 Jefferson St., San Francisco, Calif. 94123	Sept. 6, 1969
	Edward Boehm and Helen Rodgers '70 3820 Glenfield Dr., Knoxville, Tenn. 37919	Jan. 16, 1971
	Robert DeForge and Elizabeth Santora '70 RFD, Brookfield, Vt. 05036	Aug. 28, 1971
1971	Stephan Bachelder '71 and Sally Church '71	Apr. 22, 1972
	Jay Goyette '71 and Elsbeth Groom	Apr. 8, 1972
	Donald Maddocks '70 and Priscilla Spaulding	Apr. 22, 1972
	David Mueller and Frances Marbury '71 RFD 1, Box 468, Springfield, Vt. 05156	Feb. 5, 1972

Births

1956	Betsy Curit Gosselin '56 and Paul Gosselin	John Barton	Dec. 7, 1970
	Sally Gerhart Mitchel '56 and Duncan Mitchel	Margaret	Dec. 27, 1969
1958	Barbara Blick Houlihan '58 and James Houlihan	David O'Connell	Nov. 26, 1971
	Virginia Davis Irwin '58 and Richard Irwin	Christopher Jefferson	Apr. 5, 1972
1960, 61	Holly McKenzie Cross '61 and Dr. Robert Cross '60	Jason McKenzie	May 29, 1971
1961	Susan Warner Meiry '61 and Jacob Meiry	Michael David	July 25, 1971
	Susan Andrews Sokoloski '61 and Adam Sokoloski '61	Adam Gregory	Jan. 11, 1972
1962	Susan McLaughlin McFadd '62 and Bernard McFadd	Douglas	Apr. 20, 1972
1963	Lucia and Neil Savage '63	Christopher George	Mar. 9, 1972

Campus Concerns Assessed for Alumni Council

By Bruce B. Peterson '56, Professor of Mathematics

A great deal has gone on this year, but there has not been as much dramatic change as we have come to expect in recent years. I for one have found this year comparatively relaxing: I've supported the changes but it is rather nice to see the hectic pace of the past two or three years slowing down a bit.

I would like to talk about student concerns and faculty concerns and the whole College as three separate matters but of course they aren't separate. A number of alumni have indicated some concern about the Black Cultural Center. To leave aside for the purposes of this discussion the question of what society's compensation should be for past mistreatment of the Blacks, I honestly think that there's nothing substantively objectionable about the Center that's going to be in operation on campus next year. It will provide a place for black students to meet and enjoy a kind of fellowship which, for some reason we may not be able to understand, they have difficulty in finding otherwise. It's going to be open to white students and faculty as well—and they will be welcome. This makes it considerably different from Black houses on some other campuses. I think that if you are here on the campus regularly you realize that this Center is not an issue, here.

The new governmental structure, which I believe Bob Gleason spoke about last year, is in operation. If I may generalize somewhat, I would say that the increased student presence on faculty committees has not helped things very much and in some cases has hindered. I don't think for the most part this comes from any bad faith or obstructionism. In fact I think it comes from just the opposite: we have students who are now working on faculty committees—most of them are very responsible and get very involved in the problems. When you get involved in the problems, then you realize how complicated they are, and there's a whole new job of education due for the students. As a result, some of the work may be slowed down. I suspect that's just growing pains.

On the other hand, another part of the new governmental structure, which I think alumni have heard about less, are the student advisory councils. Each department has a student advisory council, made up of a group of its majors, which works with the faculty on a number of departmental matters. After talking with people in many other departments I think these things have been a roaring success. This is a place where the students feel a particular concern; it's the place where they can talk about the matter which they are really most interested in, and I've found their help in the Mathematics Department really very valuable and I think other departments have too. So this has been a real gain and that part of the system is working particularly well.

Some people are concerned with student organizations and with the continuing trend among the student body *away* from more formal groups. The *Campus* newspaper appears to most of us to be almost dead—and no one seems to care very much, which may be too bad. The most active group on campus is the Environmental Quality group, which is *huge*. It seems to include almost everybody at one time or another. They've been very busy all year long with recycling and keeping the campus aware of what is going on. They've sponsored two or three lectures every week and they've been very good. They tend to invite people like assistant attorneys-general who are in charge of pollution control or something like that . . . people who are really involved in what they're talking about.

A number of students have been very involved in politics this year. I would say that the roaring success of the McGovern campaign in Vermont is largely due to the work done by Middlebury College students. They've really run that campaign. And the president of our state Young Republicans is also a Middlebury student.

One place where there has been some unhappiness is in the Judicial Council, which is getting it from both sides: on the one hand the Faculty seems to think that the Judicial Council has been a little lenient; on the other hand the students—particularly those who have been charged with offenses—are attacking it: they seem to want something closer to a formal trial procedure. And it appears that it won't be too long before we at the College are forced into some kind of legal procedure in dealing with internal discipline. I suspect that there isn't anything we can do about this, and it makes me rather unhappy. It seems ironic to me that the result of this will be precisely what I think the students want least: what I see happening in the next few years is that *all* but the most clearly internal matters—probably cheating and plagiarism—will be handled outside the College. In other words all matters of outrageous behavior will probably be handled outside the College because the College won't be in a position to run the kind of legal procedures that students insist upon. I think that it's too bad, because the result is going to be that if the town and the state have to handle a lot of our disciplinary matters, there is going to be increased police presence on campus—more than anybody wants. It looks like we're being forced in that direction.

Curriculum hasn't changed particularly dramatically this year. The only thing I think which might be of interest to you would be the conversion of the freshman English requirements to the freshman writing requirement. Instead of taking English 101 for a term, each freshman will be required to pass *a* course—one of five or six or seven possible courses—which is intensive and extensive in work. So the last of our required courses has bitten the dust.

Let me talk a little bit about some faculty concerns. Our first concern, last fall, was the salary freeze, since most of us had spent our raises in August and then had them frozen the beginning of September. Fortunately we did get the raises in January—at which point I think most of us spent them again! What I'm really concerned about were some of the special faculty meetings, this year. There was a special faculty meeting in the fall at which the Faculty voted a statement of support for Professor Michael Parenti who was having a battle with the UVM Trustees. It seemed to the Faculty that there had really been a rather outrageous violation of academic freedom, and the Middlebury faculty did feel compelled to

member of Kappa Delta Rho and Phi Beta Kappa.

1927 **Marion L. Cooley**, 67, died March 5 after a long illness. She had taught French and Latin in high schools in New York state until her retirement in 1961 when she made her home in Waterbury, Vt. She had also served as librarian with the New York State Dept. of Commerce. She is survived by a brother, **Franklin '32.**

1928 **Louise E. Robinson**, 65, died April 17 at her home in Middlebury after a long illness. Following graduation from college she attended Simmons School of Library Science. She had served as assistant librarian at Middlebury College from 1929 to 1932 and from 1948 until her retirement; in the intervening years Louise was librarian at the Taft School, Shattuck School, Faribault, Minn., Keene State Teachers' College, Tower Hill School, and West Hartford (Conn.) Public Library. She is survived by her sister, Mrs. Frederick Blake (**Lois '28**). Miss Robinson was a member of Pi Beta Phi.

1928 **Carlton Bruya**, 66, died April 2 in St. Petersburg, Fla. He attended Middlebury for a year and was then a teacher and later director of New England School of X-Ray Technique in Boston. He is survived by his wife, and two daughters, Nancy and Mrs. Frederick Herbert.

1931 **Louis F. Richardson**, 66, died suddenly on Feb 6 in Rochester, N.Y. He had worked for the Eastman Kodak Co. and The Haloid Co. For the past several years he had been assistant ramp supervisor for the city of Rochester. In 1937 he married Virginia Smith who survives him. They had two daughters, Suzanne and Marcia. Mr. Richardson was a member of Delta Upsilon.

1932 **Marshall W. Phinney**, 62, died suddenly on March 15 in Glastonbury, Conn. After graduating from college he was an insurance counselor and representative in Hartford. He was also technical author and training-film director with Pratt and Whitney for three years until 1946 when he joined the Standard Register Co. At the time of his death he was the owner of a real estate agency in Glastonbury. Survivors are his wife, the former **Elizabeth Loomis '35** and two daughters, Mrs. Gaila Fulton and Mrs. Leticia Tubman. Mr. Phinney was a member of Chi Psi.

1933 Word has been received of the death of **Harold Hathaway**, 62. He was a mathematics teacher in the Kingston (N.Y.) High School for many years.

1935 **Dr. Charles Shafiroff**, 58, died in his sleep on May 31st at his home in Flushing, N.Y. After graduation he took his MD degree at the NYU College of Medicine in 1939 and following a two-year internship was called to Navy duty in 1941. Leaving the service with the rank of Commander in the Medical Corps in 1947, Charles returned to NYU for graduate work in surgery and established his practice as surgeon in Flushing, Queens, in 1950. He is survived by his wife, the former Selma Berner, by two sons, **Dr. Bruce** '68, who graduated this June from the UVM College of Medicine, and Scott, and by a daughter Nina. Gifts in his memory may be made to the Dr. Charles Shafiroff '35 Memorial Book Fund at Middlebury College.

1937 **Edna Maskell French** (Mrs. G. Malcolm, Jr.), 55, died in Feb. 1971. She attended Middlebury for three years and then spent a year at Columbia School of Business Administration. She worked as a secretary in New York, Pittsfield, Mass., and Boston and after her marriage was a social worker with the Red Cross in Worcester. Survivors are her husband, two sons, Malcolm and Ian and a daughter, Jennifer, her parents and a sister, **Dorothy Maskell Henderson '35**. Mrs. French was a member of Alpha Xi Delta.

1939 **Paul D. Vancelette**, 57, died of a heart attack on Feb. 12 in Rochester, N.Y. During World War II he served with the Army Infantry. He went to work for Eastman Kodak in 1948 and at the time of his death was an auditor in the apparatus division. He is survived by his wife, Denise. Paul was a member of Delta Kappa Epsilon.

1945 **Barbara Blair Furlow** (Mrs. Walter), 48, died of cancer in Washington, D.C. on May 4. After graduation she joined *U.S. News and World Report* as a copy girl. She was to become that magazine's first woman reporter. Her first writing trip entailed a 10-country European tour during which her interview with Claire Booth Luce, then U.S. ambassador to Italy, became a cover story for the magazine. In 1964 she became one of two staff members of *U.S. News* assigned to the White House. She is survived by her husband. Barbara was a member of Kappa Kappa Gamma.

1950 **Richard C. Drown**, 46, died May 17 in Newport, Vt. He was a graduate of Cornell School of Law and conducted his own law firm, successor to the Hubert Pierce firm with which he began his career in Newport. Survivors are his wife, the former May Rogers, his parents, a brother, Harlow, and two sisters, Mrs. John Blair and Mrs. Prescott Winteen (**Dorothy Drown '39**). Richard was a member of Theta Chi.

1950 **Peter C. Benedict**, 46, died in a fire at his mother's home in Fair Haven, Vt. on April 12. He was a graduate of the University of Virginia Law School and had served as an attorney on the legal staff of Judge Leedom, chairman of the National Labor Relations Board. Later he was minority labor counsel to the U.S. Senate (Labor and Public Welfare Committee). Last August President Nixon named him a member of the National Mediation Board. Survivors are his wife, four daughters, Terenia, Ann Marie, Nancy and Cathleen; his mother, **Helen Clift Benedict '18**, two sisters, **Joan Benedict Brady '52** and **Margaret Benedict Moss '53.**

1952 **Adele Mullen Lindeman** (Mrs. Bard) died Sept. 8, 1971. Until her marriage in 1955 she was an assistant to Frank Farrell, Broadway columnist for the *N.Y. World Telegram and Sun*. Survivors are her husband, **Bard '50**, and two sons, Leslie and Paul, and a daughter, Janet. Adele was a member of Kappa Delta.

1964 **Dennis G. Zarotney**, 30, was killed in an automobile accident in Rocky Hill, Conn. on April 7. For the past four years he had been a social science teacher in Rocky Hill High School. After graduating from Middlebury he studied at Central Connecticut State College where he received his Master's. Survivors are his parents, a brother, and a sister. Dennis was a member of Kappa Delta Rho.

Honorary Alumna

Mrs. Helen Hartness Flanders, Hon. MA '42, died in Springfield, Vt. on May 23 at age 82. An accomplished musician and a lecturer on folk music at the Library of Congress and at many colleges and universities, Mrs. Flanders devoted much of her life to collecting and recording early New England folk ballads. She gave to Middlebury College her unique collection of more than 9,500 items—rare books, broadsides, chapbooks, manuscripts, and 4,400 recordings—including British and American ballads and folksongs, hymns, fiddle tunes, and call sets. Many of her recordings were made in the Green Mountains. Helen was the widow of the late Senator Ralph E. Flanders. Her father, James Hartness, who was governor of Vermont in 1920, invented the flat turret lathe and the optical comparator. Helen was the widow of the late Senator Ralph E. Flanders. She is survived by a daughter, Mrs. Elizabeth Ballard of Norwich, Vt., a son, James Flanders of Cambridge, Mass., and by 12 grandchildren and seven great-grandchildren.

Alumni Cite Three for Service; Elect New Trustees, Officers

Award of an Alumni Plaque to Gordon C. Perine '49, for meritorious service to Middlebury College was made at the Alumni Luncheon in May. The surprised recipient, who has been Director of Alumni Relations for 16 years, received a standing ovation when the award was annouced by Ken Nourse '52, chairman of the Alumni Awards committee.

Gordie entered Middlebury following combat service in the Pacific with the 4th Marine Division. From 1949 until called back into the Marine Corps in 1951 for the Korean War, he was in the personnel department of Lord & Taylor in New York City.

After leaving the Corps in 1952, he returned to Middlebury as Assistant Director of Admissions. In 1953, he was made Director of Placement as well, and in 1956 became Director of Alumni Relations and Placement. Gordie is married to the former Alice Neef '47. They have four children, Perry '71, now at UVM Medical School; Kenneth, a Dartmouth junior, Susan, a freshman at Middlebury Union High School, and Ronald, who is in the 7th grade.

Two other distinguished alumni were also honored by the Association at the luncheon. Mrs. Frances Gale Dulac '32 of Schenectady and Chester H. Clemens '33 of Shoreham, Vt. and Boston, received special alumni awards for their continued loyalty and service to Middlebury.

Mrs. Dulac, chairman of the Guidance Department at Niskayuna High School in Schenectady, graduated from Middlebury with honors in French in 1932. She did graduate work at Columbia, the University of Colorado, and Syracuse, and received her Master's degree from Middlebury in 1937.

She taught French and Latin for 10 years in several northern New York high schools and was a French and guidance teacher for seven years at Manhasset, L.I. High School. She has been at the Schenectady high school for the past 16 years. Frances has served as a member of an alumnae scholarship committee, delegate-at-large to the Alumnae Association, class secretary, and more recently as a member of the Middlebury Alumni Council from 1969 to 1972.

A native of Milford, Conn., Chet Clemens graduated from Middlebury in 1933, and after a year as a junior accountant entered the investment field. Following service as an officer in the Navy during World War II, he returned to the investment field with Douglas T. Johnston Co., and later worked for Keystone Custodian Funds, Inc. In 1958 he joined Loomis-Sayles & Co., Inc., and rose to his present position of vice-president and member of the Executive Committee. He has been active in alumni affairs since 1940, serving as district president of both the Washington, D.C. and Boston clubs, chairman of the Greater Boston Division of the Middlebury Challenge Fund, a member of the Alumni Council, an Alumni trustee, a member of the 175th Anniversary Council, and is regional major gifts chairman for the Boston area in the current 175th Anniversary Fund campaign. The Board of Trustees recently elected him a Charter trustee of the College.

The Middlebury College Alumni Association announces the election of Miss Mary E. Reardon '70, of Medford, Mass., to a two-year term and Robert E. Cleary '50, of Darien, Conn., to a four-year term as alumni trustees of the College.

The second oldest organization of its kind in the nation, the Association also announced a new slate of officers and directors. John F. Bates '42, Simsbury, Conn., was named national president, and Miss Marilyn R. Bruhn '47, New York, N.Y., national vice-president. New directors chosen were Mrs. Muriel B. Rogers '67, Burlington, Vt.; Mrs. F. Jane Garcia '60, Larchmont, N.Y.; Robert M. Gallagher '55, Melrose, N.Y., and Norman E. Armour '53, Simsbury, Conn.

Bob Cleary '50, who was nominated for alumni trustee by the classes from 1900 to 1969, is vice-president and a partner of the investment firm, Merrill Lynch, Pierce, Fenner and Smith. A graduate of the Wharton School of Finance Institute of Investment Banking, he was with the Colonial Paper Company for four years before joining Merrill Lynch as an account executive in 1954. He served his alma mater as special gifts chairman of Greater Boston in the Challenge Fund, is a member of Middlebury's 175th Anniversary Council, and was a director of the Alumni Association.

Mary Reardon, nominated by the classes of 1970-73, is a community development training specialist with the Commonwealth of Massachusetts. A Dean's List student, Miss Reardon majored in political science and served on the Judicial Council and Honor Board as well as the faculty-student-administration committee on governance of the College.

The new national president, Jack Bates '42, is vice-president of Stanley Hardware, a division of The Stanley Works. He won the Distinguished Flying Cross and the Air Medal while in the Naval Air Force during World War II; he joined Stanley Hardware in 1948 as a sales representative. He has been Connecticut and Rhode Island District President of the Middlebury Alumni Association and has been national vice-president since 1970.

Marilyn Bruhn '47 is administrative assistant to the president of New York University. She was president of the National Middlebury Alumnae Association for two years, served as class secretary for five years, and was one of the volunteer leaders for the Challenge Fund in the New York Metropolitan area. □

make a statement, understanding fully that they were speaking out concerning something which would not affect them directly or formally. Another special meeting was held in the spring after the bombing of Hanoi and Haiphong; that meeting was adjourned without action. It was related officially to a student strike at the time, which was frankly not at all effective. A few days later, however, at a regular faculty meeting, the Faculty did vote a statement of condemnation. In response to that statement and a decision by the Community Council, President Armstrong, Dean Turner, two faculty, and four students went to Washington, shortly after, where they petitioned Senator Stafford and Representative Mallary and spoke with them in their offices.

I'm concerned not so much about the substance of those issues as I am with the question of this increasing number of special meetings—the number of times that the Faculty feels required to speak out on matters which are traditionally beyond its purview. I think this is a very significant problem. The issue seems to me to be this: Is this situation so serious that it really threatens the fabric of society, in which case it threatens the institution? If that's the case, then it's right—in fact it's imperative—that we speak out. On the other hand, if you don't see the situation as that serious, you probably feel that by speaking out on matters which are really not in your area of expertise, you can well be threatening exactly what you're hoping to save. If that's the case, then it's imperative that you refrain from speaking out, as a faculty, in order to preserve academic freedom.

The discussions this year have been held on a very high plane, but it is always a serious matter when a faculty or a college starts moving into the political arena. So the question is: When do we reach the point where we deliberately, consciously go out and endanger something that we all hold very dear because we think there is something more important involved? I think that both the most radical and most conservative voices on this campus are responding to that question.

Another very important matter—and much less grim, of course—is the capital campaign. Things do appear to be tight here. We all do, on the campus, feel financial limitations . . . There are all sorts of things we know that we need or at least that we want. And I think generally the Faculty has a feeling of more involvement in this campaign than I remember in any previous fund raising. I've been very pleased with the response I've heard from the faculty—although frankly I suppose it must be mentioned that the Faculty is less than enthusiastic about a field house proposal, and the students perhaps less than that. Nevertheless I think that there is overall understanding and support for it.

Finally, maybe I should give my sense of where I think things are going—and it may well differ from yours. Unless I am vastly mistaken the general view, off-campus, is kind of "What the hell's going on up there?" That's what we hear or at least we think we do. Well, I don't think anything as dramatic is going on as many of these people may believe. Although I think something rather dramatic is going on in *society*—and that's simply reflected in the College. I see a great deal that I like and I see a lot that I don't like, but I don't see anything close to doom at this point. What's happening is that young people's attitudes and life styles and purposes and expectations for the future are all changing. There is a very pervasive sense among the students, here, that America is somehow a dream which has gone awry—and that they can straighten it out. Well, all of these concerns are manifested on the campus in a very complicated way and they affect how the students approach their education. It would be very nice, in some minds, if we could "keep politics out of Middlebury", if we didn't have to talk about "inter-visitation"—that's a euphemism for co-ed dorms; it would be nice if we had a little more "control". But this is still really a small school and it's all of those things for fairly conscious reasons. Because I think we all believe that somehow political and social and physical and mental and educational maturation are all part of a single process. So that no matter how you proceed in education, we believe that the educational process is going to be better when it occurs in this kind of environment, where all of those things join and work together. The result is that when student attitudes change—when the students, themselves, change—these changes have to be reflected in the whole educational process. That's why I said you can't separate student life from academic matters—particularly when changes in our society occur as rapidly and pervasively as they have recently. They're obviously going to generate very complicated changes in what's already a very complicated educational process.

Let me just talk about a couple of things that seem to be much more complicated than most people realize. One of them is the tenure problem. We have talked about this before—the problem remains. And I think it has dimensions which most people don't really think about. There are obvious questions about possible stagnation in the departments when you have too many tenured people; there is also the obvious problem of hiring people who have no chance of staying at Middlebury. What happens to an individual faculty member—what happens to the whole Faculty—when you have somebody who knows from the time he comes to Middlebury that he has no chance of remaining here? We have a number of those people. He's bound to feel a different relationship with the College. It's certain that he can't feel the same kind of loyalty to the College that other people might feel. If I find that teaching a new course in the fall is going to keep me from publishing a new paper in the spring, it really doesn't bother me too much. But if the same situation occurs for a non-tenured member of the Faculty, no matter how serious and hard-working he is, he's got to face that problem rather differently, because whether or not he publishes that paper may determine his whole future, his whole career. When he's out looking for a job after he has to leave Middlebury that may be very important. What happens when you have a large number of such people working with each other on campus? Well, a lot of very complicated things happen. It's a very difficult situation; it's one we are coming to grips with but there aren't any easy answers.

Another thing which affects us very strongly is, of course, the dreadful job market. The very strong feeling among many students is that they want things which are more "practical", whatever that may mean. How's that going to affect us? Should we offer more "practical" or "relevant" courses in order to help the graduate so he can get a job next week? (But if we do, will we be really helping? If he gets a job next week will he have one ten years from now?) If we're going to have to make changes in the curriculum, what kind of changes do we make? We're looking at an institution which has a long history and, we trust, a long future. Does the traditional idea of educating a man so that he can go on to educate himself still have any real currency in our society?

The point is, that the changes are upon us and Middlebury College is not a powerful enough organization to simply dig in its heels and resist them all. I think there's still value in the things that make Middlebury Middlebury. And if there is such value, then we've *got* to change. And we can change in two ways: we can either drift and see where we end up, or we can try to make the proper decisions, and go in that direction. Despite what many of you think, I would say that what has been happening on this campus in the last few years has been characterized more by drift than by design. It has been closer to a response to student demands, faculty demands, pressure from outside. And I suspect that this is what motivated the president in appointing the Committee on the College which is charged, as you know, with taking a very broad look at where we are going and what Middlebury ought to be doing.

I don't think Middlebury is involved in any kind of revolution; I don't think we are moving in any terribly fast way. I think in comparison with the way society is moving, Middlebury has moved quite intelligently over the past few years. □

24

Geraldine Wimmett Burns, Sec.
Box 478
Middlebury, Vt. 05753

Lillian Knight Bean (Mrs. Malcolm) retired as secretary to the historian at the Huntington Library in San Marino, Calif., last year but is still doing editorial work and some writing on her own. Her address is 415 No. Vinedo, Pasadena 91107. **Dr. Reginald Cook** was awarded an honorary Doctor of Humane Letters by St. Michael's College in May.

25

Henry Happ, Jr., Sec.
8018 Cherokee Rd.
Richmond, Va. 23225
Ruth A. Dodge, Sec.
6 Kenworth Ave.
Troy, N.Y. 12180

Oscar Cooley retired as associate professor of economics at Ohio Northern University in May. **Dr. Arthur Bulbulian**, emeritus director of museums, Mayo Clinic and Mayo Graduate School of Medicine, and emeritus associate professor of medical education in the Mayo Graduate School of Medicine, will receive the Outstanding Achievement Award of the University of Minnesota on Nov. 17 (Alumni Day) at a luncheon at the University. The award will be given in recognition of his extensive work in maxillo-facial prosthetics.

27

Joseph L. Finnegan, Sec.
176 Millburn Ave.
Millburn, N.J. 07041
Gunhild Elfstrom Carlson, Sec.
Roberts Lane, Box 655
West Harwich, Mass. 02671

Julia Austin who retired from teaching in 1970 is beginning her second year as school commissioner from Ward I in Barre, Vt. **Edna Graham Hinds** (Mrs. Wallace) retired from teaching French in the Binghamton (N.Y.) High School in June 1970. She summers at Lake Mascoma, N.H. and winters in St. Petersburg, Fla. In April 1971 she visited a relative in Nicosia, Cypress and then traveled to Beirut, the Greek islands, Rome, Florence and Vienna.

28

John B. Walker, Sec.
RD 2
Middlebury, Vt. 05753
Miriam Sweet Coombs, Sec.
Box 1256
Concord, Mass. 01742

Margaret Moody Rice's son, David, will become headmaster of Hebron Academy in August. David is a graduate of The Fessendon School and of Phillips Exeter Academy and holds a BA from Yale and an MA in Liberal Studies from Wesleyan. Since 1960 he has been on the faculty of The Choate School, as Dean of Students of the 4th Form, and a member of the English Department. His grandfather, **Paul D. Moody**, was president of Middlebury for 21 years.

34

Dr. Curtiss B. Hickcox, Sec.
30 Rosedale Rd.
West Hartford, Conn. 06107
Marion Day Ellison, Sec.
Dunham Ave.
Canton, Conn. 06019

William Murphy, chairman of the Watertown (Conn.) High School English department, retired in June.

35

Lester H. Evans, Sec.
148 Revere Street Ext.
Waterbury, Conn. 06708
Dorothy Williams Powell, Sec.
922 W. Sixth St.
Gainesville, Fla. 32601

Lester Benson became district principal of the Taconic Hills Central School District in Chatham, N.Y. on July 1. He has served in public education since 1935 and was elected assistant district principal at Taconic Hills following the merger of the former Ockawamick and Roeliff Jansen School Districts in 1969. Prior to the merger, he had been supervising principal of Ockawamick District. **Philip Mathewson** has retired after six years as superintendent of Essex-Caledonia Supervisory Union in Vermont. Mathewson taught social studies and physical education and coached for six years at Lyndon Normal School after graduation. He then served as principal of Stowe (Vt.) High School until 1948 when he moved to Montpelier as elementary school principal and later became superintendent there.

36

C. John Holmes, Sec.
RD
Charlotte, Vt. 05445
Roxana Lewis Blackmore, Sec.
1111 Inner Ave.
Schenectady, N.Y.

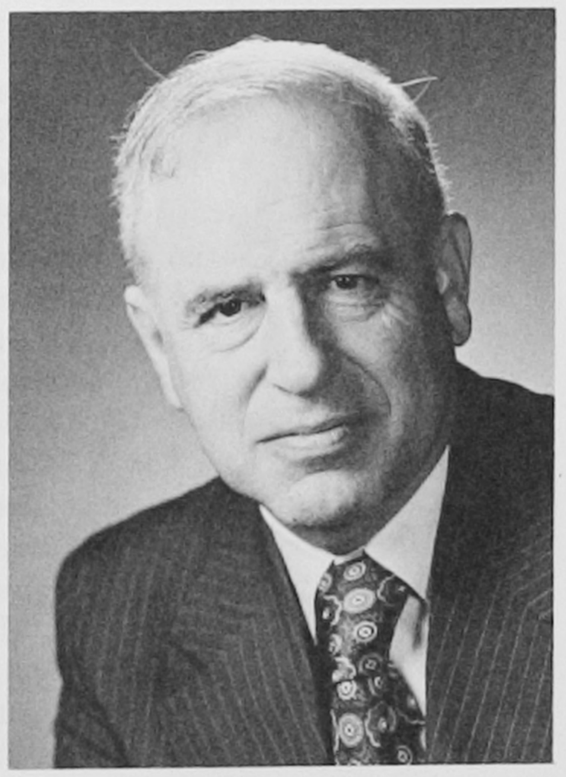
Richard Dempewolff, editor and publisher of *Science Digest*, recently travelled to South Africa to do a one-month survey of the Republic's scientific frontiers—including witch doctors in a black and white society.

39

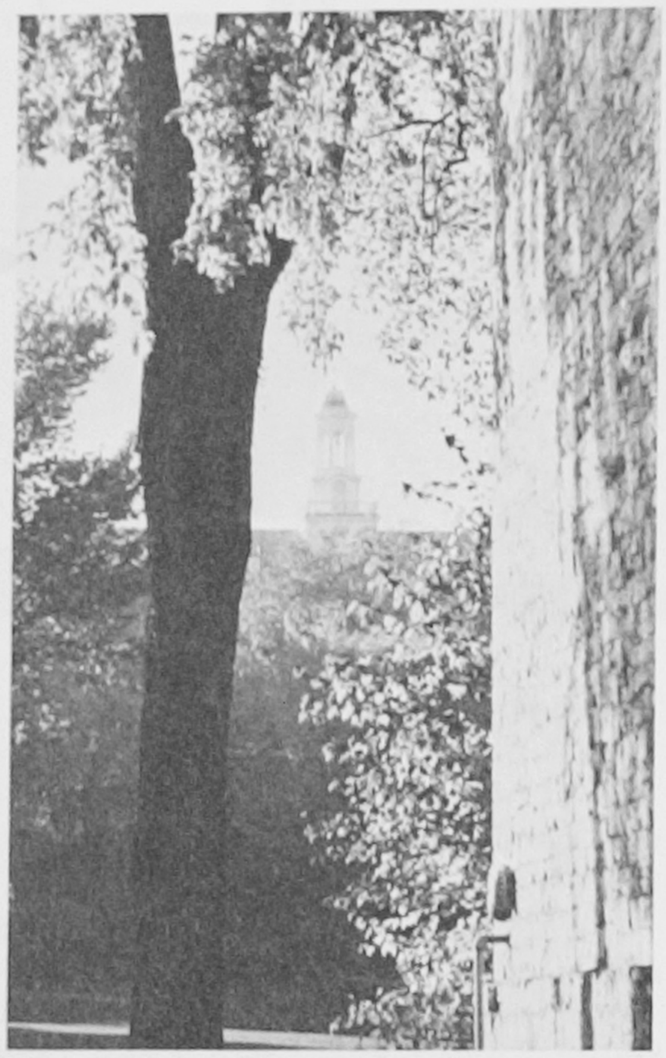
Thor Gustafson, Sec.
Carol Miner Gustafson, Sec.
Stony Hill Rd.
Brookside, N.J. 07926

Robert Cushman was promoted to district chief, Kentucky District, with the U.S. Geological Survey, in June 1971. **Warren Rohrer** is senior vice president of the Anchor Corp. and is living at 2428 Swainwood Dr., Glenview, Ill. 60025. **Edward Romeo** has sold the Fieldstone Restaurant in Andover, Mall. and is now with the Vernon A. Martin Co., commercial and investment real estate, in Danvers. **Richard Sabra** was recently named labor research director at the world headquarters of Johnson & Johnson in New Brunswick, N.J. He lives at 14 West Ln., Summit 07901. **Stanley Sprague** is head of the modern language department at the John Burroughs School, St. Louis. He lives at 639 No. Taylor Ave., Kirkwood 63122. **Foster Whitworth**

Edith Miller '41



Nelson Easton '41



. . . . . by Will to the College on the Hill

From the Estate of David H. Brown, $10,000 to establish the David H. Brown '14 Fund in the permanent endowment of Middlebury College. Annual income unrestricted.

From the Estate of Gretta A. Cater, $10,000 to establish the Gretta A. Cater '10 Fund in the permanent endowment of Middlebury College. Annual income unrestricted.

From the Estate of Elizabeth A. Hickcox $1,000 to be added to the Elizabeth A. and Frank B. Hickcox Memorial Scholarship Fund earlier established in the permanent endowment by gifts from members of the Hickcox family.

From the Estate of May B. Severy $4,113.16 to establish the Harold A. Severy '08 Library Fund in the permanent endowment of Middlebury College. Annual income to be used in support of Egbert Starr Library.

CLASS NOTES

15

Dr. Elbert C. Cole, Sec.
2 Chipman Park
Middlebury, Vt. 05753
Marjory Wright Upson, Sec.
Box 108
Middlebury, Vt. 05753

Edward Gosselin was presented the "Industrial Man of the Year Award" by the Will-Grundy Manufacturers' Association in March. He was named vice president of Phoenix Manufacturing Co. in 1927 and assumed the presidency a year later. In 1933 he became president and general manager of Graver Tank and Manufacturing Co. and in 1956 assumed the chairmanship of both companies. Mr. Gosselin is a founder of the George Werden Buck Boys' Club and was given the Silver Keystone, the highest award of the Boys' Club of America. He has also established scholarships for needy students in several colleges.

22

Earle E. Haskins, Sec
207 Hawthorne Street
Malden, Mass. 02138

"Dave" Morey, well-known coach of football and baseball at Midd from 1920-25, was elected an honorary member of the Class of 1922 at its 50th reunion in May. "Dave" gave a fine talk at the class dinner held at the Chateau on Saturday evening. He now resides at Oak Bluffs, Martha's Vineyard Island, Mass. **Rev. Charles Reinbrecht**, who has spent most of the years since graduation in the missionary field, conducted a very impressive Memorial Service for departed members of the class on Saturday forenoon of reunion weekend.

Elsie Scott writes from Northfield, Mass.: "This note is to mention two dates for buildings, for evidence shows the time when Pearson Hall was first occupied was 1911 according to a framed letter I used to see in Pearson office and also page 213 of W. Storrs Lee's college history, "Father Went to College". The new 1972 calendar pictures Pearson and date 1916 opposite June calendar.

"At time of recent May when the Recitation Hall was burned the date didn't seem correct. I should know, for I graduated 1922 and was a teaching fellow in Math 1922-23. Because this building was not quite ready, I began teaching in Chapel room of Old Chapel without blackboards. In May 1923, with a campaign on for funds, the College got out a newspaper form of pictures of campus and Recitation Hall is in it.

"I greatly appreciate the *News Letter*, especially when I'm disgusted with Yale University graduate periodical, it's in such poor taste.

"Besides 5 years living at Middlebury I spent 6 summers 1921-26 at Bread Loaf, attending all evening events. We were 3 children to attend Middlebury.

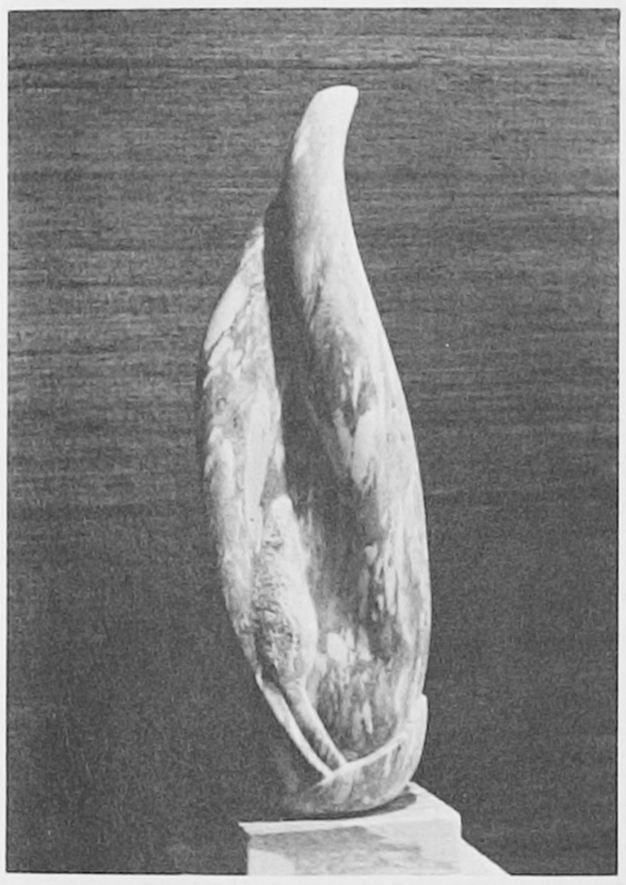
"Beulah 1923, Lewis 1924-26 and myself, so we had to work our way. Thus I waited table and was chambermaid at Bread Loaf.

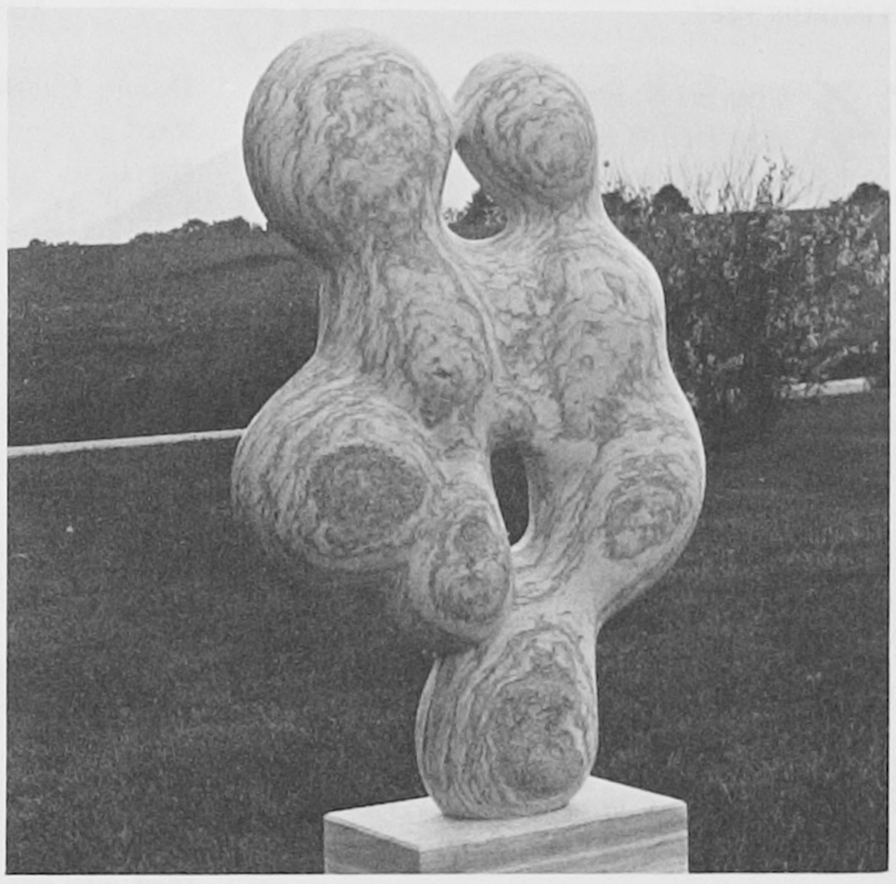
"I earned $2.00 a week waiting table at college (no food) waiting 21 meals on 12 people. For 3½ years, beside waiting table, I before breakfast, worked 1½ hours cleaning at Pearsons corridors, stairs and bathrooms, earning 15¢/hr.

"Two years after receiving my bachelor's degree I'd paid mother all I'd borrowed, some $600 or $700, to go to Middlebury and was out of debt. I had $200 freshman year from a Greenfield, Mass. fund and earned $400 board and room and tuition as teaching fellow.

"Now I'm in my 8th year retired from teaching 39 years at Northfield Seminary founded 1879 by Pres. P.D. Moody's father and continue as School Archivist.

"I still correspond with Prexy Moody's widow, her new address (now son-in-law is retired admission officer at Philips Exeter) is 129 Atlantic Ave., North Hampton, N.H. 03862."





45

Richard J. Salisbury, Sec.
Kitchell Rd.
Convent Station, N.J. 07961
Ruth Collins Shikes, Sec.
16 W. 77th St., Apt. 16-F
New York, N.Y. 10024

Everett Hicks has joined the staff of the New York Stock Exchange as assistant director of the Dept. of Stock List, which maintains liaison with companies listed or seeking listing on the Exchange. Everett was formerly vice president of a subsidiary of Pacific Intermountain Express and senior vice president of the American Express Co.

46

G. Walter Webb, Sec.
1328 Jericho Rd.
Abington, Pa. 19001
Marion Roberts Klaisz, Sec.
24 No. Bayard Ave.
Woodbury, N.J. 08096

Nancy Stratton Hall (Mrs. Malcolm) is a consultant in the Alcohol Recovery Program with the Economic Opportunity Corp. of Tompkins County in Ithaca, N.Y. She lives at 405 No. Tioga St., Ithaca 14850. Capt. and Mrs. Robert Crone (**Louise Chianciola**) moved to 8-H Weavers' Hill, Greenwich, Conn. 06830 in June.

49

Duncan K. Law, Sec.
Constance Kelly Law, Sec.
Box 353
West Newbury, Mass. 01985

Dixon Hemphill has been named president of Hydro Steam Industries of Alexandria, Va. Dixon has had ten year's experience in the electric boiler field and was most recently eastern sales manager of CAM Industries of Kent,

42

Philip W. Robinson, Jr., Sec.
Elizabeth Blanchard Robinson, Sec.
410 Buffington Rd.
Syracuse, N.Y. 13224

Robert Rivel resigned as executive vice president of Chase Manhattan Bank and became a general partner with Lazard Freres and Co., investment banking firm, in May.

43

Robert J. Adsit, Sec.
695 So. Prospect St.
Burlington, Vt. 05401
Virginia Carpenter Halstead, Sec.
82 Friar Tuck Ln.
Stamford, Conn. 06907

David Wood, a longtime faculty member at Lenox School, will be chairman of the English department at the Bordentown/Lenox School when the new school opens in the fall. The Lenox (Mass.) School and the Bordentown (N.J.) Military Institute have merged.

44

Theodore S. Kolzak, Sec.
26 Treeborough Dr.
West Hartford, Conn. 06117
M. Jane Landes, Sec.
10 Cambridge Ct.
Larchmont, N.Y. 10538

Althea Hall Jackson (Mrs.) was appointed director of the Somerset (Mass.) Public Library in March. She lives at 40 Jones Ave., Randolph 02368. **Ferd Ensinger** was elected second vice president and director of sales with the Boston Mutual Life Insurance Co. in February.

Everett Hicks '45

Stone 'Poems' and Fauna Winning National Awards for Jane Armstrong '43

In the eight years since journalist Jane Botsford Armstrong '43 walked into the Art Students League on West 17th Street and signed up for a sculpture course with Jose de Creeft, she has exhibited her tenderly conceived creatures in a dozen one-man shows and has won eight major national awards including four gold medals. (This year Jane received both the Audubon Artists Gold Medal of Honor and the National Arts Club Gold Medal.)

A special exhibit of her stone fauna, entitled "Animals in Marble", is on display this summer in the new "World of Birds" building at the Bronx Zoo. In November an augmented version will be displayed in the Columbus Gallery of Fine Arts (Ohio) and subsequently in Washington (February) and Palm Beach (March). One of Jane's abstracts, "Tao", was installed in January in the Georgetown garden of the William P. Rogers' (LLD '60) and another marble abstract, "Stone Poem II", was placed this spring in the courtyard of MIT's Hayden Gallery.

Jane and husband Bob now live year-round at High Meadows, their former summer home, on a hilltop near Manchester, Vermont.

Above left, Jane's "Stone Poem III" stands in front of her hilltop studio. "Opossum Family", above, won Audubon Artists medal this year. At right, "Leaf and Bud" in pink Norwegian marble shows Jane's stylized rendering of a living form, while in "Stone Poem I" (far right), which graces the Armstrong's wind-swept lawn, a completely abstract form reveals the beauty of the Vermont-marble medium. Above right, in a corner of her sunny studio gallery, the sculptor studies sleekly vital "Tao III" in company of her "Monkey and Young" and "Opossum Family".

and his wife, **Laura Smith '40**, have a gift shop and baby boutique known as Towle Hill House in Meredith, N.H. Their address in Center Harbor Hill, Meredith 03253. **Helen Cole** resigned from the social service department of Lakeville Hospital, Massachusetts Dept. of Public Health, in March 1971 and in June began work as the first social service worker at Tobey Hospital, Wareham, Mass. Her address is Plympton St., No. Carver, Mass. 02355. **Kay Andrus Fessenden** (Mrs. Russell) has returned to this country after nearly ten years in Belgium and Germany. She is living at 3703 Underwood St., Chevy Chase, Md. 20015. **Evelyn Wheeler Stagg** (Mrs. David) received a Master's in speech and communication from the University of Vermont in May 1971 and is now an assistant professor at Castleton State College where she teaches speech communication and language structure. She has been elected to the promotion and tenure committee at the college and is also chairman of the faculty affairs committee.

40

James A. Cornwall, Sec.
156 Park St.
East Hampton, Mass. 01027
Kathleen L. Brokaw, Sec.
16 W. 16th St., Apt. 3-TS
New York, N.Y. 10011

Dr. Norman Atwood of the English department at Lyndon State College, has been promoted to professor.

41

Raymond R. Unsworth, Sec.
1700 Spear St.
South Burlington, Vt. 05401

Doris Lathrop Riggs, Sec.
46 Charles St.
Auburn, N.Y. 13021

Dr. Nelson Easton has been named executive director of research at Eli Lilly Co. He will have responsibility for chemical microbiological research. **Albert Coffrin** has been nominated by President Nixon to be a U.S. District Court judge in Vermont. Coffrin has practiced law in Burlington for 20 years. **Edith Grimm Miller** (Mrs. Henry S.) has been named Long Island representative of the U.S. Committee for UNICEF, the organization which enlists support for the United Nations Children's Fund and disseminates information about its health, education, and nutrition programs for children in the world's underdeveloped areas.

bara, is an artist. They have three children, Jakob, born in 1964, Leopold, born in 1966 and Adam, born in 1969. They are living at 105 Friar Ave., London SW 16, England.

58

John C. Lewis, Jr., Sec.
Susan Lockwood Lewis, Sec.
29 South St.
Middlebury, Vt. 05753

Two recent events have brought members of the class together and each in its own way will be remembered for a long time to come. On May 22 and 23 in New York City, **Bonnie Mairs** and **Ginny Havighurst Middleton** joined 40 other volunteers plus three members of the College administration in a phonathon to raise money for our Annual Giving program. Thanks to the work of these volunteers, pledges in the amount of $15,535 were made to help the College reach its budgeted goal of $300,000 in Annual Giving. Many of the class were called and responded with the kind of enthusiasm which is so vital to the ongoing life of Middlebury. Your class secretaries, on behalf of the College, thank each of you who have contributed to this year's program. The second event brought together over 300 Middlebury men to honor Duke Nelson in his retirement. The class of '58 was well represented at this most memorable event. To name those who returned for the testimonial dinner would be to leave out some of those whom we didn't see. Suffice it to say, Thursday evening, May 25, 1972, will long be remembered by Middlebury's greatest athletes. Word was recently received from **Penny McLeod Heatley** who has given birth to a daughter, Caroline Wardwell, on January 9, 1972. Penny and **Craig** '60, live in Greens Farms, Connecticut. Craig is procurement manager for Xerox Education Sciences in Carlstadt, New Jersey. **Ron Sundstrom**, district sales manager in Denver for Eastman Kodak's business systems markets division, has been elected to the division's 1971 "21 Club", an honorary group recognizing outstanding salesmanship. Ron's current address is 19305 Misty Morning Drive, Monument, Colorado. Helping to update the newly published Alumni Directory is **Lucia Grant Dutton** who has sent in word that she is teaching school (subject unknown) is Nova Scotia. Mail will reach her at P.O. Box 96, Weymouth, Nova Scotia. We hope to send out an information card soon so that our class notes can more accurately report on the current news of the class. Then too, we must think about our 15th in less than one year. We hope you'll plan on a trip to Middlebury in late May 1973.

59

Edward D. Fowler, Sec.
4021 Susan Dr.
Williamsville, N.Y. 14221

Aliceanne Britain Griffin, Sec.
4 Sunset Ln.
South Hamilton, Mass. 01982

Sharon Spade William (Mrs. Naim) has been promoted to the rank of assistant professor at the University of Baghdad. **Dorothy Dever Stone** (Mrs. Andrew) is living in South America. Her address is c/o First National City Bank, Caixa Postal 8888, Avenida Ipirauga 855, Sao Paulo, Brazil. **Dr. Donald C. Freeman** has been promoted to professor of linguistics at the University of Massachusetts, Amherst, where he is head of the Dept. of Linguistics. His address is RFD 1, Adams Rd., Athol 01331. **John Fay** has been promoted to vice president of The Connecticut Bank and Trust Co. He is manager of the bank's Norwich-Thames Plaza office.

60

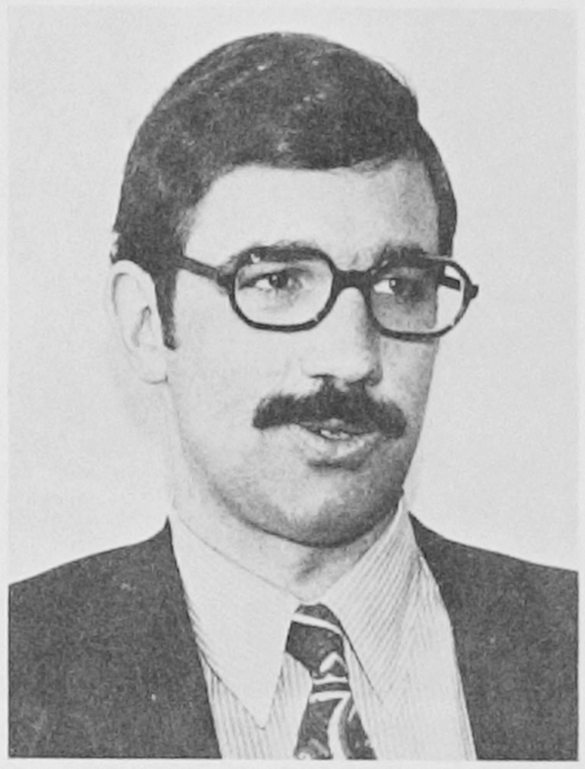
Kent D. Kehs, Sec.
Judith Jacobson Kehs, Sec.
Glen St.
Rowley, Mass. 01969

Lowrie Gibb is director of the land division, Westport office, of Land/Vest, Inc., investment real estate and land management. He and his wife, **Elinor Hood,** live at 9 Washington Ave., Westport, Conn. 06880. **Donald Nelson** has been named second vice president in the bond department of the Continental Illinois National Bank and Trust Co. of Chicago. He joined Continental in 1967. **Dr. Philip Caruso** is head of the Dept. of Obstetrics and Gynecology at the University of Miami Medical School. He is living at 2101 N.E. 19th Ave., Ft. Lauderdale, Fla. 33305, and has begun a private practice there. The Center for Northern Studies in Vermont, of which **Dr. Steven Young** is director, is sponsoring a field course in western Newfoundland this summer. The class met for the first time on June 13 to begin an intensive orientation program on boreal flora and the techniques of floristic work. On June 29 the class left for Newfoundland for a three-week session in the field. They investigated the flora of an area of the island which is botanically unexplored and expect to be able to shed some new light on very interesting problems in the distribution of the Newfoundland flora. The class also visited other areas of special interest, such as the ancient Norse site at l'Anse au Meadow, the most likely location of the legendary "Vinland the Good".

61

John L. Williams, Sec.
Box 171
Poultney, Vt. 05764
Janet S. Reed, Sec.
190 Pleasant Grove Rd., Apt. C-6
Cayuga Heights
Ithaca, N.Y. 14850

Joyce Morrell is a medical artist and sculptor at Georgetown University and lives at 21 No. Summit Dr., Apt. 202, Gaithersburg, Md. 20007. **George Tuttle** is a student at George Washington University Law Center and lives at 4617 Seminary Rd., Apt. 302, Alexandria, Va. 22304. **Edwin Powell** has been elected an



Edwin Powell III '61

assistant treasurer of The American Mutal Insurance Companies. A note from **Susan Warner Meiry** (Mrs. Jacob) brings the news that she has returned to teaching, part-time, in biology at Weston (Mass.) High School. Her husband has started his own engineering company, JLM, Inc. **Adam** and **Susan Andrews Sokoloski** now have a family of three, Jennifer Lynn, born in 1967, Kristin Elizabeth, born in 1969, and Adam Gregory, born last January. The Sokoloskis live at 12909 Bentley Ln., Bowie, Md. 20715.

62

Phyllis Cole, Sec.
325 Fernando Ave.
Palo Alto, Calif. 94306

Peter Davidson is secretary and director of sales with the Davidson Pipe Supply Co. of Brooklyn, N.Y. He lives at 17 E. 89th St., New York 10028. **Victor Micati** has been elected vice president of pharmeceutical development with Pfizer International. Micati joined Pfizer Laboratories in 1965 and has been manager of new product development and group product manager of Pfizer Pharmaceuticals. **John Hedgecock** has been appointed an assistant vice president in the Personnel Group of the International Banking Dept. at Bankers Trust Co., New York. He joined the bank in 1966 in the College Recruiting Dept., was appointed assistant treasurer in 1969, and transferred to the International Banking Dept. in 1969. **Carrie Kittell** received an MA in modern dance from the University of Utah in June and will

Dixon Hemphill '49

Wash. Hydro Steam is a designer and manufacturer of electrode steam boilers for industrial and commercial use. **Edward Mulligan**, formerly vice president for sales with Towle Silversmiths, has been made vice president of corporate marketing for that Newburyport firm. **Lois Kemp**, formerly on the faculty of Franklin and Marshall College, has been named chairman of the Spanish department at Davidson College in Davidson, N.C.

50

Dr. Paul A. Skudder, Sec.
160 Pelhamdale Ave.
Pelham, N.Y. 10803
Lois Rapp McIlwain, Sec.
RD 2, Post Rd.
Malvern, Pa. 19355

Frank Haven has been twice re-elected by the largest majority in the history of Covina, Calif., as its mayor. This year he is running for Assemblyman to the State House in Sacramento. **Robert McCarthy** has been named sales development specialist for home and commercial furnishing with the B.F. Goodrich General Products Co. in Shelton, Conn. **William Price** has been appointed program manager of the newly-formed optical engineering department in consumer products engineering at the Kodak Apparatus Division of Eastman Kodak. The new department combines the functions of the old optical design department (where Price served as a senior supervising designer) and the optical engineering department. **Robert Shadick** is an associate professor at Brooklyn College and lives at 182 Mt. Joy Ave., Freeport, N.Y. 11520.

51

H. Seely Thomas, Jr., Sec.
38 Pennsylvania Ave.
Flemington, N.J. 08822

Jane Hyde Christopher, Sec.
21 Old Colony Rd.
Wellesley Hills, Mass. 02181

William Castor has been named acting chairman of the Dept. of History and Political Science at Lake Superior State College, Sault St. Marie, where he has been associate professor of political science for the past year. Bill took his MA at Columbia and is now a doctoral candidate at the University of Denver.

53

Roger B. May, Sec.
37 Collinwood Rd.
Maplewood, N.J. 07040
Elizabeth Darling Sherburne, Sec.
227 Leonard Ave.
Nashville, Tenn. 37205

Barbara Butler Biegel (Mrs. James) will teach French at Bonny Eagle High School in Maine this coming year.

54

Charles B. Fay, Sec.
Ann Heath Fay, Sec.
351 E. Knowlton Rd.
Media, Pa. 19063

Carol Scott Bender (Mrs. William) is working in real estate for E. A. Bowman in Bronxville, N.Y. **James Casey** has been named a member of the advisory board of the Berkshire Bank and Trust Company's North Adams branch office. **Thomas Beers** is the owner of Sudberry House in Westbrook, Conn. His address is Brighton Rd., Old Lyme, 06371. **Douglas Hanau**, who has been director of career planning and placement at University of Vermont for the past 10 years, has moved to a similar post at Virginia Polytechnic Institute where he is now director of placement services. Since taking his MA at Colgate in 1958, Doug was in personnel work for Union Camp Paper and for Bell Telephone Labs in New Jersey before going to UVM. He and wife **Carol Rice Hanau** '55 have moved to Blacksburg, Va. with their four children Kelli, Nancy, Doug, and Susan.

Douglas Hanau '54

55

Dick J. Wollmar, Sec.
Mary Lou King Wollmar, Sec.
Old Winter Rd.
South Lincoln, Mass. 01773

Aurelie Jones Sousa (Mrs.) is a kindergarten teacher in the Natick (Mass.) School system, She lives at 1186 Great Plain Ave., Needham 02192.

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The Rev. Ronald C. Lawson, Sec.
43 Pleasantview St.
Montpelier, Vt. 05602
Sally Gerhart Mitchel, Sec.
47 Western Blvd.
Gillette, N.J. 07933

Duane Castle is coordinator of the state and local government markets for Eastman Kodak. He lives at 1338 Strong Rd., Victor, N.Y. 14564. **Dr. Shirley McMahon** has been appointed by the So. Boston Community Health Board as pediatrician in the Health Center. She has completed post-graduate training in pediatrics at Stanford Medical Center, Tufts University Medical Center, and Childrens' Hospital, Washington, D.C. Her address is 53 Brackett Pl., Marblehead, Mass. 01945. **Zane Hickcox Kotker** (Mrs. Norman) had her novel "Bodies in Motion," published in the May issue of *Red Book*. She and her husband, who is also a writer, and their two children live in New York City. Her husband's book, "Herzl the King," will be published by Scribner's this fall. The Society for Savings branch office system, composed of 22 offices in Greater Hartford, has been divided into three regional areas. **G. William Ellis** has been appointed manager of Area II (West) including the W. Hartford Society Plaza, Farmington Ave., Prospect Plaza, Simsbury, Avon, and Bloomfield offices. He will also manage the West Hartford Center office. **Dr. Richard Davison** has been promoted to professor of English at the University of Delaware. **Thomas Walrath** is a partner and the publisher of *The Pennysaver* (a weekly shopping guide) in Plymouth, N.H. He lives on Highland St., Plymouth 03264.

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Timothy P. Wallace, Sec.
Elizabeth O'Donnell Wallace, Sec.
201 Asbury St.
South Hamilton, Mass. 01982

Konrad Frey received a degree in architecture from Technische Hochschule Graz in Austria and is now a partner in the firm, Building Planning and Resources, in London. His wife, Bar-

65

Bruce E. Gunther, Sec.
4 Skytop Dr.
Croton, N.Y. 10520
Carol Burr, Sec.
415 Castle Dr.
Paradise, Calif. 95969

Richard Douglas has been named advertising coordinator for BOAC at its headquarters in New York City. He was formerly assistant to the Advertising director at Pitney Bowes in Stamford. **Leslie DiCicco** has joined the law firm of Norman, Weihrach and Garabedian in West Boylston, Mass.

66

Kenneth F. Macauley, Sec.
Winding Hollow Rd.
Amherst, N.H. 03031
Dianne Watson Carter, Sec.
34 Puritan Rd.
Reading, Mass. 01867

Lt. Richard Lippert has been awarded the Navy Achievement Medal for professional achievement in the superior performance of his duties from 1969 to 1971 while an assistant to the force supply officer on the staff of Commander Service Force, U.S. Atlantic Fleet. **Steven Perry** is a post-doctoral student in biological research at the Max Planck Institute. His address is Dept. of Physiology, Max Planck Institute for Experimental Medicine, Göttingen, West Germany. **Peter Ruschp**, head coach of the Stowe Junior Race Program and technical director of the Sepp Ruschp School at Mt. Mansfield (Stowe, Vt.), has been named to the winter sports advisory staff of Consumer Division, Brunswick Corp. Ruschp is one of 25 men and women across the country who continuously test the firm's full line of winter sports products. **Daniel Schick** of the Maine Dept. of Sea and Shore Fisheries at its laboratory at Boothbay Harbor, is on the instructional staff for a course entitled "Applied Marine Science" offered from July 31 to Aug. 25 by TRIGOM and the Continued Education Dept. of the University of Maine at Portland and Gorham. **Burke Walker** is president and general manager of The Empty Space Association, Stage I Theatre, at 87 Pike St. in Seattle, Wash. **Alan Magary** is now in East Africa writing a travel guide for Harper and Row. The book will cover the area from Ethiopia south to Zambia. He and his wife are now traveling the area on a year-long itinerary. His address is AfriCamera, P.O. Box 14023, Nairobi, Kenya. **Frederick Beams** of Holderness School, Plymouth, N.H., received an MA in Liberal Studies from Wesleyan in May.

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Dr. Gary Margolis has been named director of counseling services at Middlebury College. **Michael G. Miller** is a doctoral candidate in Uralic and Altaic Studies at Indiana University. **David Nicholson** is a student at Suffolk Law School and lives at 276 Washington St., Cambridge, Mass. 02179. **David Haythe** is an investment banker with Roe and Pitman in London, England. His address is 1 Durham Rd., Bromley, Kent, England. **Arthur Bryan** is coordinator for audio-visual services at Northern Essex Community College in Haverhill, Mass. and lives on Annapolis Way, Plum Island, Newbury 01950. **Frederica Mahlmann** is in her fourth year of teaching social studies at Burlington (Vt.) High School. Last summer she took a group of students climbing in the Swiss Alps and is in Norway this summer. In the fall she will be a degree candidate at the University of Vermont for a Master's in guidance and counseling. **Terence Mosher**, a doctoral candidate in English and education at the University of Michigan, was one of ten teaching assistants honored as a recipient of Distinguished Teaching Fellows Awards. **Karen Unsworth** has completed her degree requirement for a Master's in community planning and is a community planner for the state of Kansas. She lives at 709 Tyler St., Apt. 16, Topeka 66603. **Donald Elliman** is advertising salesman with Time-Life International, Ltd. in England. His address is Time-Life Building, New Bond St., London W-1. **James Adams** is a systems auditor with the Howard National Bank in Burlington, Vt. and lives at 57 Main St., Essex Junction 05452.

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Richard W. Vomacka, Sec.
1414½ Summit St.
Sioux City, Ia. 51103

Peter Beardsley is a Peace Corps volunteer teaching music theory and organ at the National School of Music in El Salvador. His address is Peace Corps, American Embassy, San Salvador, El Salvador, C.A. **Lawrence Raab** expects to receive his Master's in English and creative writing from Syracuse University in August; in the same month Doubleday will publish a book of his poetry entitled *Mysteries of the Horizon*. The National Endowment of the Arts has awarded him a $5000 fellowship which will allow him to devote full-time to his writing: he plans to live in England for a year. **Eric Kolvig** is a graduate student in English at Yale University. Mail will reach him c/o Beulah French, 115 Brackett Rd., Rye, N.H. 03870. **Charlotte Sibley** was awarded an MBA by the University of Chicago in June 1970. Since August 1970 she has been a marketing analyst for antibiotics in the pharmaceutical division of Pfizer, Inc. Charlotte lives at 235 E. 36th St., Apt. 16-J, New York 10016. **Richard Vomacka** of St. Joseph Mercy Hospital, a supervisor for the newly-organized Sioux City Community Ambulance Service, has been elected state president of the American Ambulance and Rescue Association. He will also serve on the National Advisory Council of the Association for a two-year term. **Ben Eklof** will spend the coming school year in the Soviet Union on a Fulbright-Hayes grant. His dissertation concerns peasant history in pre-revolutionary Russia, and the year will be spent collecting material for his dissertation to be presented at Princeton. **Glenn Curtis**, who has been serving in the Army for two years, has been granted a continuation of his Barr Fellowship Award for graduate studies in Slavic languages. He earned his Master's at Indiana University before entering the Army and will return there to begin work on his PhD. **Susan Lauf Youngquist** and her husband, Malcolm (Dartmouth '67) who is a financial analyst at Warnaco in Bridgeport, Conn., live at 585 Ellsworth, Bridgeport 06605. Susan taught Latin, Spanish and German at Eastwood High School in El Paso, Tex. during 1970-71 and is now taking courses in advanced Spanish at the University of Bridgeport. **Bonney Whittington** had an exhibit of photographs entitled "Color a Personal Landscape," on view in the Jaquith Library in Marshfield, Vt. from May 10 to July 1. She received an MAT from Harvard and while there made a documentary film, *The Legend*, about the wild horses of Assateague Island. Copies are now in the Library of Congress and Harvard Graduate School of Education. Bonney is now teaching at Twinfield High and Elementary Schools in Marshfield.

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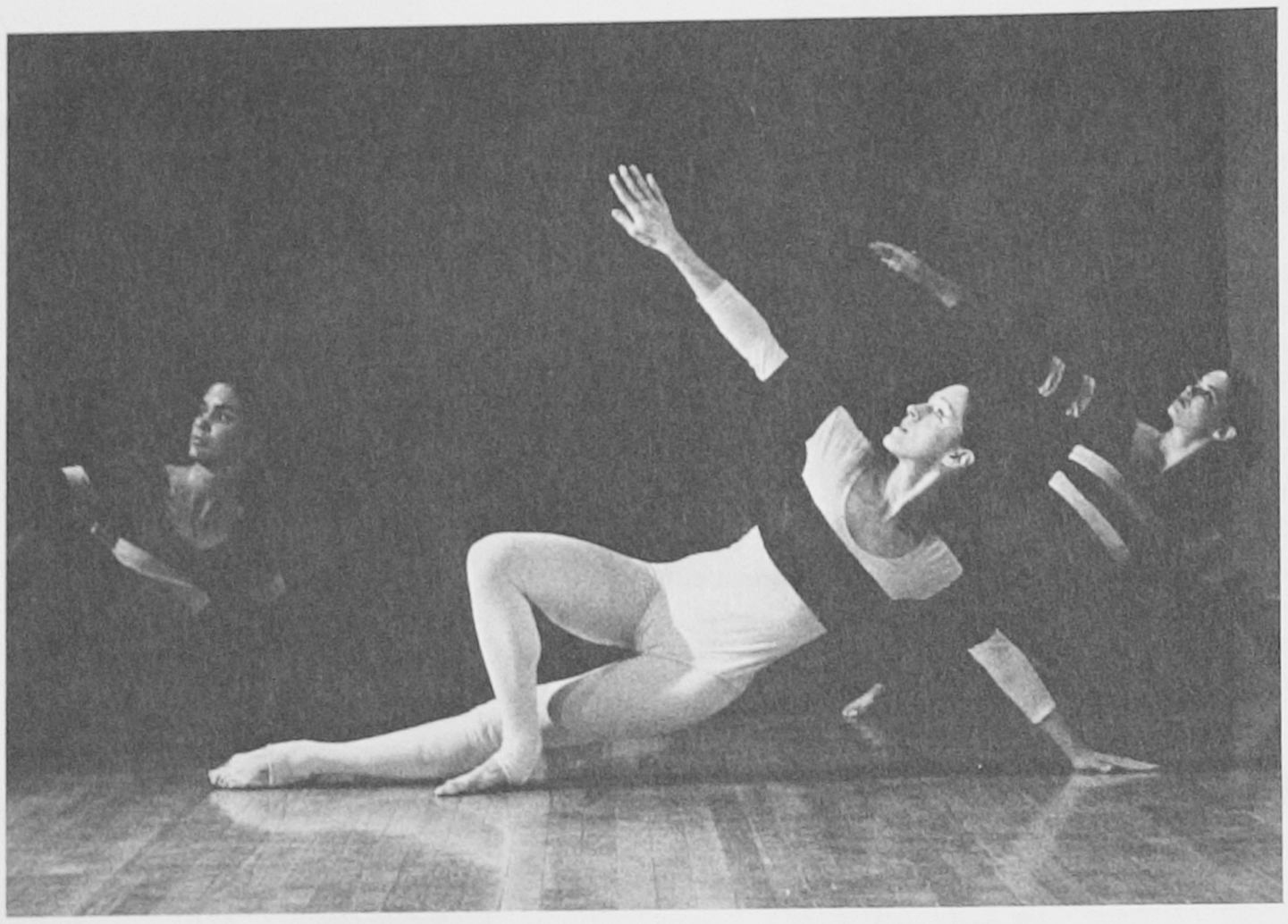
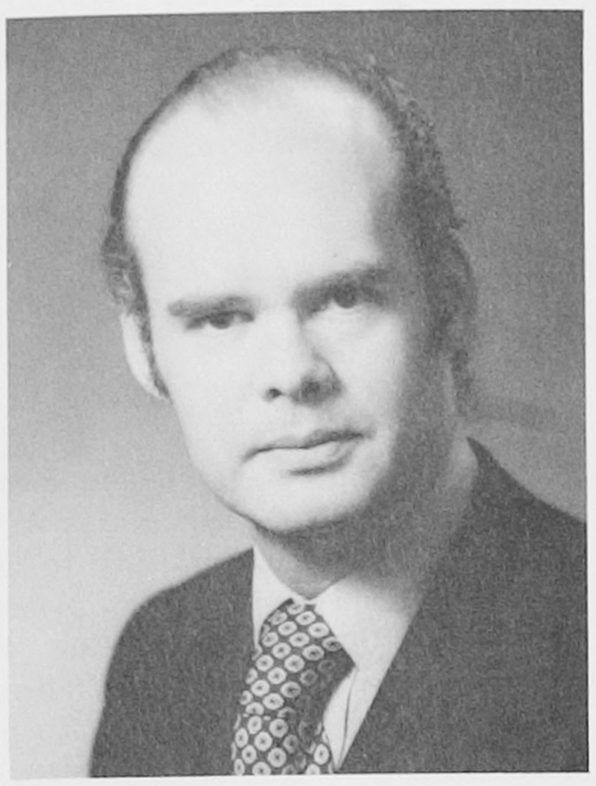
Lt. John L. McMahan, Jr., Sec.
HHC 2/37 Armor
APO New York 09068
Mary E. MacArthur, Sec.
260 Harvard St., Apt. 5
Cambridge, Mass. 02139

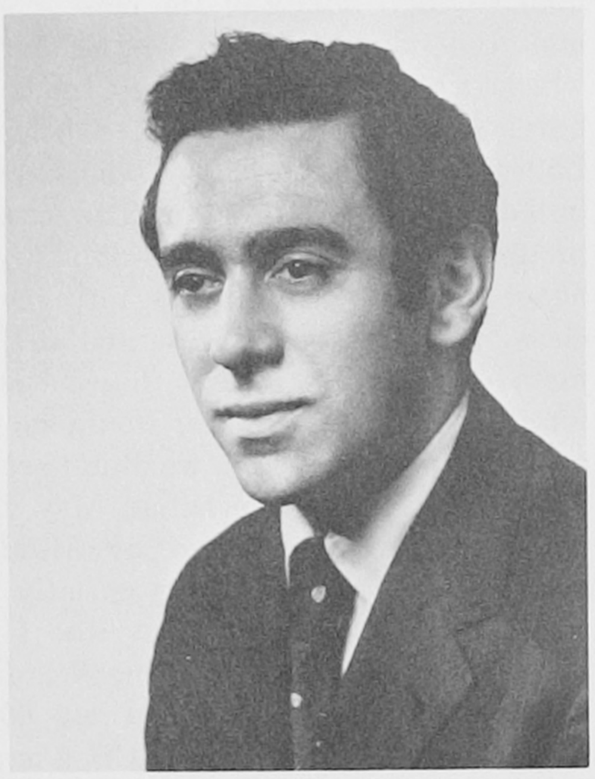
James Hill is a student at the University of Massachusetts and lives at 236 State St., Northampton 01060. **Wayne Swift** is finishing his doctoral dissertation in clinical psychology and working as a psychologist at the University Telephone Counseling Service in Austin, Tex. Next year he will be completing his PhD with an internship at Sacramento Medical Center. **Koichi Ishiyama** is a research fellow with Prof. Shinkicki Eto of General Education Dept. at Tokyo University, working on his own project and on Prof. Eto's modern Japanese and communist Chinese projects. He is also working as an English instructor at Kanda Institute of Foreign Languages and as a simultaneous interpreter for Simul International Co. His address is 14-16, 2 chome Minaminagasaki, Toshimaku, Tokyo, Japan 171. **David Dodge** has been named loan officer of the First



Carrie Kittell '62



John Hedgecock '62



Victor Micati '62

Deborah Andrews '64

be an instructor in dance at Lake Erie College in Painesville, O. next year. **Kenneth Hawes** is manager of forecasting and reporting with the American Can Co. in Greenwich, Conn. He and his wife, **Bonnie Lee Clark '63**, live at 249 Ridgebury Rd., Ridgefield 06877.

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Charles M. Burdick, Sec.
Susan Handy Burdick, Sec.
Dunbar Hall
Phillips Exeter Academy
Exeter, N.H. 03833

Craig Stewart, dean of students at Lewis College in Lockport, Ill., has been promoted to vice president for student affairs at the college. **David Heacock** left Rensselaer Polytechnic Institute on July 15 where he was Director of Admissions, to join the E. L. Heacock Co., makers of deerskin products, in Gloversville, N.Y.

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Peter K. Wood, Sec.
1133 Avenue Rd.
Toronto, Ont., Canada
Joan Smith Johnson, Sec.
North Street Ext.
Rutland, Vt. 05701

Timothy Hayward who is presently working for the National Life Insurance Co. in Montpelier, Vt. has been named to the sales staff of Realty Management, Inc. of Montpelier. **John Penrod** is manager of The Chase Manhattan Bank in St. Maarten. He has been with the bank for the last four years, having recently served at branches in St. Thomas and St. John, Virgin Islands. His present address is The Chase Manhattan Bank, N.A., Box 200, Philipsburg, St. Maarten, Netherlands Ant. **Sigfrid Lonegren** has been named assistant coordinator with The Northeast Kingdom Site of the Vermont Regional College Commission. He will be responsible for working with teachers within the Community College System. **John Thatcher** has been promoted to assistant professor of sociology, anthropology, and social work at Wright State University, Dayton, O. He was awarded a PhD by the University of Pennsylvania in May. **David Holmes** has been studying for a doctorate at the University of Denver this past year. He is living at 680 Jefferson Ave., Apt. 302, Englewood, Colo. 80110. **Deborah Crehan Andrews** (Mrs. William), a lecturer in technical writing in the department of English at Ohio State University, has been elected chairman of the Central Ohio Chapter, Society for Technical Communication. **William Shuman** is an advertising account executive with Humphrey, Browning, MacDougal, Inc. in Boston. He lives at 1907 Village Rd., West, Windsor Gardens, Norwood, Mass. 02062. **Stuart Campbell** and his family, which now includes a daughter, Cricket, 2½ years old and Gregory, 2 months, live on Johnnycake Farm in Duxbury, Vt. 05676. Stu is an assistant director of The Sepp Ruschp Ski School in Stowe and a member of the United States Eastern Demonstration Ski Team.

The UNDERGRADUATE CHAIR

Karl R. Anderson '74

Presently a sophomore at Middlebury, I have lived for the past two years in the basements of two dormitories, Stewart and Hepburn Halls. As a freshman, I remember arriving here with my parents and with a station wagon full of things I and my mother thought I would need. We found my room in the basement of Stewart, number 106, and unpacked. When this was finished, my parents and I found we had nothing left to do but say goodbye. So we did, they drove back home, and I went back to my basement room to wait for my roommate and Thanksgiving vacation. I felt lonely but I also felt I could keep it within me, that, as Richard II said, "Yet I'll hammer it out." It seemed it took a long time for me to make friends, but in Stewart Basement I made some close friends, and in a loving male way we called ourselves "buddies". Perhaps it was the basement-dwelling that was the basis for the bond. We all lived down by the laundry room and the fuse boxes, and I guess we liked to imagine ourselves as sufferers in the dungeons, biding our time before we would effect some great escape.

Room draw for the next year took place late in the spring, and both my roommate and I drew high numbers, which meant we didn't get a good choice of rooms. In fact, our numbers were so high we didn't get any choice at all. By the time our turn came, the college had run out of space and we were told we would be notified of our room over the summer, after the college knew the exact size of the incoming freshman class, the number of transfers, the number of people deciding not to return to Middlebury. Well, in August I got a little letter from the Dean of Students, and inside was the information that I had been assigned Hepburn 1. Hepburn 1, like Stewart 106, is in the basement.

This basement, where I live now, is different from Stewart's, as it is much smaller. Only five people live in Hepburn, compared to twenty or so in Stewart basement. Despite this difference, there is a seclusion from the rest of the student body common to both places, and the laundry room and boiler pipes certainly look the same. And this year, though for slightly different reasons, I find again I like to live in the basement.

Maybe the following thoughts verge on being rather egotistical, and I try not to think them aloud, but I like to think there is an "aura" about me as a basement dweller. Other students living on the upper floors see me disappear downstairs, and I wonder if they wonder "What is that guy doing

Karl R. Anderson '74

down there?" I like to think they might think I'm writing a novel or building bombs perhaps, so I try to adopt the guise of a writer or a maker of bombs. It does not take any great skill to do this (knit your brows, flash your eyes). Having done so, I feel good at having wrapped myself up in a costume that may seem to others to cover some worthy talent of mine.

I tend to feel this type of action and feeling is not unusual among students here. Probably others on the upper floors find themselves thinking as I do. A big question for a person here at college seems to be, "Do I have any real talent?" I went to a public high school, and there it was easy for me to stand out in some respects. I was not a star athlete, but I had written poems and short pieces for the literary magazine, and in this area I had been a hero. Here at Middlebury it is not so easy to stand out. One wonders if his talents are no longer what they were in high school. One wonders if his talents can compete with those of other students around him. These feelings can be frightening, and they are even more so when one projects his situation beyond college to the "wide world", where the cliché comes true and he will be the same small fish in the much larger pond.

In the face of such sobering thoughts, one way to get by may be to find some small talent all one's own and build to a greater talent from there. Personally, I have found that I walk well. My body hasn't become fat yet, nor my feet splayed out, and I find I can control my body to walk in a cat-like, balanced way. The feeling of grace and control is a good one. Like the guise of a writer or a bomb-maker, this walk has mysterious exciting aspects, but it is one thing which, here at college, I can do really well.

A talent such as walking well somehow seems to be a feeble excuse for a talent, but it serves for the time being. College students are only around twenty years old, and there seems to be a lot of life ahead. One might hope that, failing to find his own special talent at age 20, he might find it sometime in the future. Yet, I for one am bothered that at

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This column introduces the winner of our Undergraduate Chair competition and our new student columnist for the coming year. Born and raised in Syracuse, a baker's son, Karl has completed his sophomore year and is majoring in American Literature. He is an aficionado of short stories—Sherwood Anderson, John Updike—and also enjoys (besides walking) tennis and music. Although he's considering both teaching and journalism as careers, his only firm conviction about graduate school, just now, is that he wants a year off, first.

Agricultural National Bank in Pittsfield, Mass. Dodge joined the bank in 1970 and served in the marketing division before joining the commercial loan department. **Stefan Nagel**, after a year in Europe, worked as assistant editor for Cambridge Associates in Boston during the spring and summer of 1971. He has been studying at Boston University Law School and this summer is tour director of Tour Camp, Inc., a summer skiing tour of Europe. **Stephen Gray** was ordained to the ministry by the Central Association of the Massachusetts Conference of the United Church of Christ, in Holden, Mass., on May 21. He received a Master of Divinity from Duke University Divinity School. He has been commissioned a second lieutenant in the Army Reserve. **Robert Johnson** graduated from Albany Law School in June and is working in the trust deparment of the State Bank of Albany.

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Alexander T. Daignault, Jr., Sec.
19 Deerfield Rd.
Livingston, N.J. 07039
Beth L. Prasse, Sec.
270 Clarendon St.
Boston, Mass. 02116

Daniel Hutner is a graduate student in English at the University of Virginia. The address for him and his wife, **Nancy Brice** is 106-A Monte Vista Ave., Charlottesville 22903. **Thomas Karol** is a student at Berklee College of Music in Boston and lives at 11 Englewood Ave., Apt. 2, Brookline 02146. **Robert Apple** is assistant planner with the Colorado Division of Planning. He and his wife, **Sally Redpath**, are living at 1236 So. Grant, Denver 80210. **Lt. Darryl Johnson** will be in the Army until January 1974. **Elizabeth Santora DeForge** (Mrs. Robert) is assistant reference librarian with the Dept. of Libraries in Montpelier, Vt. **Judith Fischer Pais** (Mrs. Ralph) received her degree Phi Beta Kappa from the University of Colorado in 1970.

Correction: The Alumni Office is happy to report that information given of the death of Anthony Shaw **is not true. He is alive and well and can be contacted through his parent's address, 6 Colonial Rd., White Plains, N.Y. 10605.**

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Dennis F. Shanahan, Sec.
Maureen O'Bryan Shanahan, Sec.
2650 Eltarose Dr., Apt. A
St. Louis, Mo. 63136

The address for **John '69** and **Susan Manning McConnell '71** is P.O. Box 802, Amherstview, Ont., Canada. John is a graduate student at Queen's University and Susan is a social worker in the child care department of the Children's Aid Society of Kingston. **Allan Benz** is president of Vanguard Foundation in San Francisco and lives at 3005 Clay St., Apt. 8, San Francisco 94115. **2nd Lt. Peter Wood** completed with honors a nine-week Medical Service Corps officer basic course at the Medical Field Service School, Brooke Army Medical Center at Ft. Sam Houston, Tex. in the spring. **Constance Colwell** will be in the PhD program in German at Cornell University in the fall. **JoAnn Mintzer** has been traveling and working abroad in Israel and London. This fall she will be a member of the education-department faculty at South Central Community College in New Haven, Conn., teaching and counseling veterans and others who wish to return to school after a long period away from the classroom. **Timothy Tefft** is a teacher of English and American history, and coach, at Brunswick School, Greenwich, Conn. 06830. **Nicole Kravecs** was an editorial assistant on *Connecticut Magazine* until June when she began the MAT program at Brown University. Her address is 2051 Huntington Turnpike, Trumbull, Conn. 06611.

MASTERS

32 **Edgar Gauthier** has been named head of the high school at the Bancroft School in Worcester, Mass.

36 **Theodore Whitford**, a teacher of French at the Moses Brown School in Providence, R.I. for 41 years and coach of their swimming team for 31 years, retired in June. He has been presented the decoration of **Chevalier in the Ordre des Palmes Academiques** by the French government. Mr. Whitford was one of the original sponsors of the Providence Junior Alliance Francaise, and also developed a student exchange program between Moses Brown and French high schools at Menton and Nice.

41 **Ruth Williams**, associate dean of student services and assistant professor of English at the University of Maine, retired in May.

62 **Dr. Neil Potter** has been promoted to associate professor at Susquehanna University.

63 **Janet DeLucia**, a Spanish teacher in West Haven (Conn.) High School, has been named director of their summer schools.

C. Hacket Bushweller has been promoted from assistant to associate professor of chemistry at Worcester Polytechnic Institute. He was awarded a Sloan Research Fellowship last year which will continue in the coming academic year.

66 **Norman Cote**, associate professor of modern foreign languages at North Shore Community College, was awarded a doctorate in education by Boston University in May.

67 **Robert Palmer**, Barnard College librarian, has been awarded a Fulbright grant for 1972-73 to direct the library of the American Studies Research Centre in Hyderabad, India. The Centre serves Indian scholars working in American Studies. His address for next year will be American Studies Research Centre, Hyderabad 7, India.

68 **Bernier Mayo**, head of the English department and director of adult education of St. Johnsbury (Vt.) Academy, has accepted the position of headmaster of the Upper School of the Holy Child School in Westbury, N.Y.

69 **James Memoli** and **Kathryn Sood** were married on April 22 in Auburn, N.Y. He is a Spanish teacher at Columbia High School in Maplewood, N.J. and she teaches Spanish at Princeton (N.J.) High School. Their address is Northgate Apts. 127-N, Cranbury, N.J. 08512.

Sister Jeanne Poirier, a teacher at Notre Dame School, Cambridge, Mass., has been named principal of the newly formed Catholic regional school in No. Attleboro, Mass. The regional school is made up of Sacred Heart School and St. Mary's School of North Attleboro which have been consolidated.

70 **Philip Lozzata** is a French and Spanish teacher at the St. Albans School in Washington, D.C.

Francis Bellizia, instructor of English and theatre at Phillips Academy, Andover, has been elected chairman of the Andover Evening Study Program for the 1972-73 session.

Richard C. Foster and Margaret A. Yeager were married April 1.

George S. Albert was ordained a priest in the Roman Catholic Church in May at the Cranwell School in Lenox, Mass.

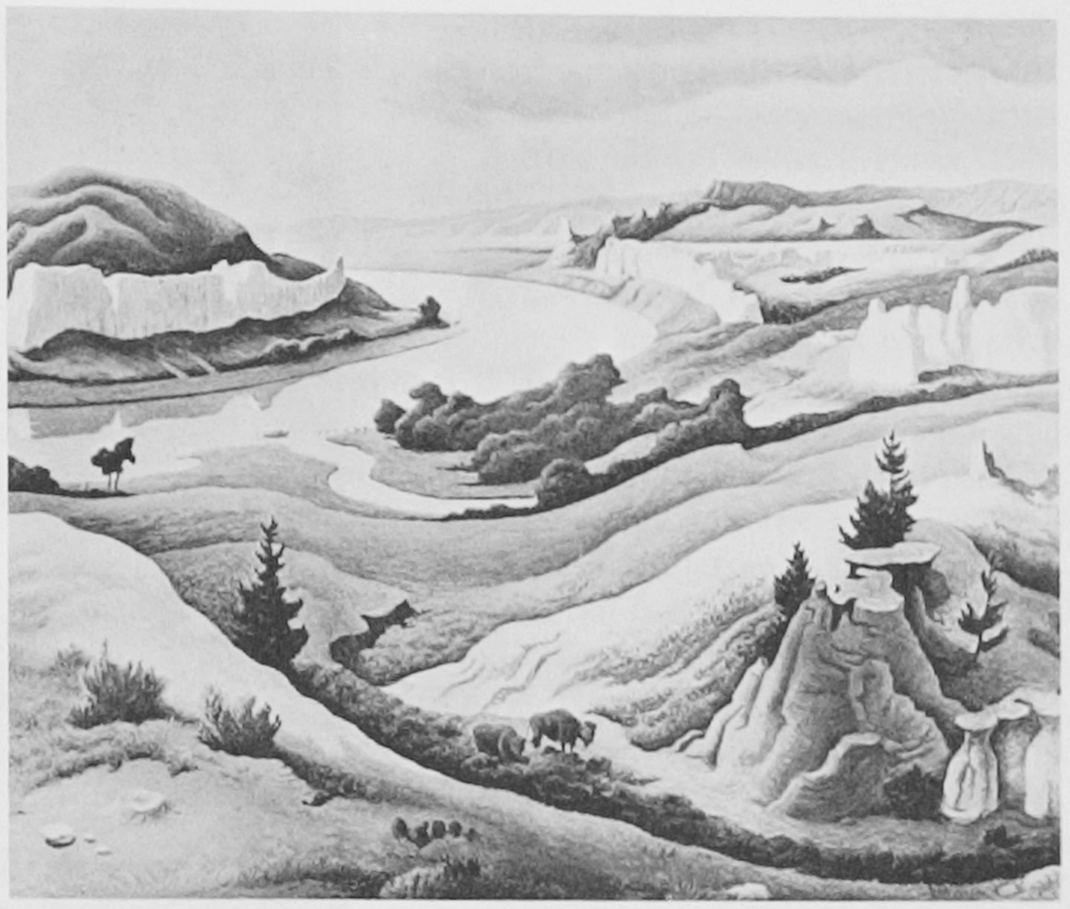
what is left of our natural heritage. As an artist he leads us to paintings; as a committed environmentalist he urges us to contemplate the possible loss of what inspired those paintings.

Gussow conceives his task to be one of leading us on "a voyage of discovery;" he begins by reproducing one of his own paintings and discussing the place which inspired it. *Rock Weed at Neap Tide* (1970) is both an intimate and passionate encounter with tidal pools on Monhegan, "a rock-bound Maine island that rides on the ocean like a hulking, hump-back whale." Like Monet of the *nymphéas*, Gussow has narrowed his scope of vision to the point where there is no horizon, no surrounding sea, no impediment between us and the tidal pools. As a structured composition the work is most impressive; because of its quality, it communicates the artist's "sense of place" with maximum expressive power.

In format, the book presents three short essays followed by a series of first-rate color reproductions (over sixty in all, by nearly as many artists) with accompanying texts. For each artist our author includes a short written entry. These vary, depending on the artist in question, from information (that an artist, John White, accompanied Sir Walter Raleigh, and that his work reproduced in this volume, a watercolor of *Indians Fishing* from the late 1580's, is perhaps the first landscape painting done in the New World), to anecdote, interpretation, or even value judgements on the paintings in question. With regard to these short entries, one might take exception to certain points. (To cite one example: regardless of Georgia O'Keeffe's position in twentieth-century American paintings, I doubt that many would agree with Gussow that she is " . . . not simply America's finest living woman artist, but one of the finest painters this nation has yet produced.") But this is a small point: the book is not intended as a work in either criticism or art history. What is impressive is that these paragraphs in their brevity contain such solid critical and art historical judgements, expecially since Mr. Gussow imposes so little of himself, once the choice of picture has been made. The bulk of the text accompanying a reproduction in each case is devoted to the artist's own words, either gleaned from primary sources or—as often with contemporary artists—from personal interviews.

Given this format, the choice of painters and specific works to be reproduced becomes the primary concern, and in his selections Mr. Gussow is exceedingly persuasive. Most of the luminaries of nineteenth-century American landscape painting are included: Cole, Durand, Heade, Homer, Inness, Kensett, Mount, Whittridge. But in almost every case, the choice of a work to be reproduced is such that the paintings we have seen again and again are not repeated. By reproducing less-known works, which provide us with a certain sense of discovery, Mr. Gussow has not only been true to his evocation of "place" but has rendered a genuine service to those interested in this period of American art.

What is even more surprising, sometimes even astonishing, is the number of lesser-known artists whose works turn out to be a visual and experiential delight. Wolf Kahn's *The Underside of the Barn* (1970), Harold Bruder's *Colorado National Monument* (1967), and Contance Richardson's *Duluth Hillside* (1956) emerge as excellent paintings of a conservative nature, seemingly unaware that the art world



LEWIS AND CLARK AT EAGLE CREEK, *by Thomas Hart Benton, 1968. Collection of the artist.*

has awarded its historical and critical palm to abstract expressionism, post-painterly abstraction, and minimalist aesthetics. John LaFarge, who is remembered (unfortunately and unjustly) as the "mere" designer of stained glass and Victorian, sentimental murals, re-emerges as a breathtakingly perceptive interpreter of landscape in his 1868 work, *Bishop Berkeley's Rock, Newport*.

Mr. Gussow is admirably, if unfashionably, devoid of prejudice in his choices and evaluations. Willing to admit that landscapes of the mind, whose existence relies on poetic as much as natural truth, also have their validity in his scheme of "place" reference, he includes works by Bischoff and Inness. Rather than relegate the idealized melodrama of a Bierstadt or Church to the level of provincial performances of Wagnerian opera, he admits the variety and richness of experience possible when one accepts "sense of place" as a legitimate criterion for our interest in paintings of American landscape.

One might wonder about omissions (why not include a sculling picture by Eakins?) or format (why is there no apparent chronological or developmental order to the presentation of artists and their works?). At the same time, only minimal reflection will reveal that this volume makes no pretensions concerning catholicity of inclusion or historical reference. In an era when the interrelationship between art and nature has become profoundly uncomfortable; when, in the name of "art" grotesquely polluted waterways have been further defiled by adding "harmless" colored dyes to create an "expressive effect;" then, Alan Gussow's highly personal book becomes an object to cherish, evidence of a reconciliation between the world of art and the realm of nature and their reciprocal dependence on each other.

JOHN HUNISAK
Department of Art
Middlebury College

age 20 I have not accomplished anything very worthwhile. A fourth of my life has passed, and I feel it is about time I at least begin to do something with it. For confidence's sake walking well is necessary. From there I can try to perfect a talent, one which goes beyond my basic talent of walking well and becomes a foundation for a career, for my life.

Perhaps all this has been too personal. I seem to have presented some vague thoughts in an appropriately vague and roundabout manner. Still, despite their somewhat unpolished nature, I feel they exist in the minds of some fellow students, and I don't think their thoughts are much more polished than mine. I don't suppose it matters much, in the end, whether or not we live in mysterious secluded basements. People here at Middlebury seem to be searching for some talent of their own. If they be successful and the talent come forth, that would be a neat thing. And if the talent a person hopes to have be, in fact, not there, this loss could be offset by the fact that the person at least made an attempt to nourish a talent. Last year (it was in Stewart Basement), one guy wanted to write, and he wrote several short stories for a course he was taking. We others on the floor read them, and the stories were not very good, and together we laughed at them. Still, after I had laughed, I knew I had to admire the author because he had tried to do what he wanted: to write. That he failed was sad, but it would have been sadder had he not even tried. □

MIDDLEBURY BOOKS

A SENSE OF PLACE: The Artist and the American Land
By Alan Gussow '52. (New York: Saturday Review Press, Friends of the Earth Series, 1972. 160 pp., 67 color illus., $27.50)

Landscape painting in the modern sense has concerned itself with specifics. Unlike the generalized, idyllic landscapes of Claude, those created by artists since the later eighteenth century demonstrate a growing concern for the recognizable. If even our first experience of the English countryside evokes a sense of *déjà vu*, it is because Constable has recorded its intensity, its poetic harmonies of blue and green, its slightly ominous drama of luminous, dense cloud formations in such an unforgettable manner that present-day nature seems to emulate this nineteenth-century painter. In similar fashion, the sight of tall grass in the fields of the French countryside—yielding to the summer breeze and dotted with the complimentary orange of wild poppies—is, in effect, no more than Monet in the present tense.

Given this situation, how apropos that Alan Gussow should invoke the painters of American landscape in his plea on behalf of our tragically deteriorating environment. But Mr. Gussow is concerned about more than an abstract concept of nature or environment; it is a "sense of place" which he personally feels and which he senses in the paintings he has chosen to reproduce in this book. For, " . . . a place is a piece of the whole environment that has been claimed by feeling" and although " . . . the environment sustains our bodies, . . . as humans we also require support for our spirits, and this is what certain kinds of places provide."

This volume, part of the Friends of Earth Series, makes a most persuasive plea in an extremely imaginative way. We feel that Mr. Gussow is personally leading us through a picture gallery, sharing his concept, "sense of place", and illustrating how others have felt and communicated similar sensations. Our host is an accomplished painter, as well as a determined crusader in the cause of preserving

authenticated paintings by Hans in Munich, Cologne, Prague, and elsewhere. Not that it is inferior: to the contrary, the Middlebury *Judith* evokes recollections of such masters as Bronzino (Fig. 4) and Parmigianino (Fig. 5); the Middlebury *Judith* is a painting of top museum quality and a fine example of Mannerist art. It is also in a good state of preservation. It has proved an effective part of our "teaching" collection, but more than that, it is a painting of beauty and distinction.

Who was Hans von Aachen?

He was born in Cologne in 1552 and died at 63 in Prague in 1615. He is known as Hans "of Aachen" because that ancient German city was the home of his forefathers. Hans studied briefly in Cologne and then, at 22, went to Venice. There Tintoretto's art so impressed him that he adopted that Italian master's color schemes, his compositional devices, and much of his thematic material. Many characteristics of Hans's style were formed at this time.

Hans travelled extensively, especially in Italy. He painted an *Annunciation to the Shepherds* for the Church of the Gesù in Rome and while in Florence executed several portraits of royalty. He seems to have acquired a reputation. By 1558, he was back in Cologne and soon after accepted a post in the court of Duke Wilhelm V of Bavaria. He there painted not only portraits and religious subjects, but also mythological scenes, then so much in vogue in European courts. In 1592, Hans was awarded the important post of court painter to Rudolf II, who had been crowned Emperor of Germany in 1575. (Rudolf had seen and admired Hans's portrait of the sculptor, Giovanni da Bologna.)

Rudolf was not a warrior; he preferred negotiated settlements. He had a passion for the arts and for alchemy. Among the artists he had attracted to his court—who became know as "The Rudolfine Group"—were Hans, Bartolomeus Spranger, Joseph Heintz, Adriaen de Vries, and Arcimboldo. The last artist, an eccentric who liked to compose in his paintings figures out of assorted fruits and vegetables, continues to startle and delight us today with his anthropomorphic still lifes. Rudolf, too, was something of a nonconformist: among other things, he allowed Arcimboldo to represent him as the god Vertumnus, a symbolic figure who could change his sex at will. Hans never indulged in such extremes, but in such an atmosphere, one can assume he was not inhibited.

In 1596, Hans married the daughter of the celebrated composer, Orlando di Lasso. When Rudolf settled in Prague in 1597, Hans went with him. Even so, Hans made trips away from court: in 1601 and again in 1605 he was in Italy, visiting Venice, Mantua, and Turin. In addition to painting portraits on these excursions, he is believed to have served as a roving ambassador for Rudolf. Early in 1615, Hans died in Prague and was buried with honors in the Dom St. Veit.

Though generally classified as a member of the German school, Hans is essentially an international figure. He embraced a style that was rampant throughout Europe in the last quarter of the 16th century. That style, known as Mannerism, is self-consciously eclectic. Its origins can be traced to the High Renaissance and to Raphael, Leonardo, Titian, and Michelangelo. Although the ideals of the Renaissance were order, proportion, and a respect for rules, one can see the seeds of Mannerism even in the art of Leonardo, the first of the High Renaissance masters.

Fig. 2 Hans von Aachen, ATTILA THE HUN MEETING POPE LEO I
(Drawing in Johnson Gallery Collection, Middlebury College)

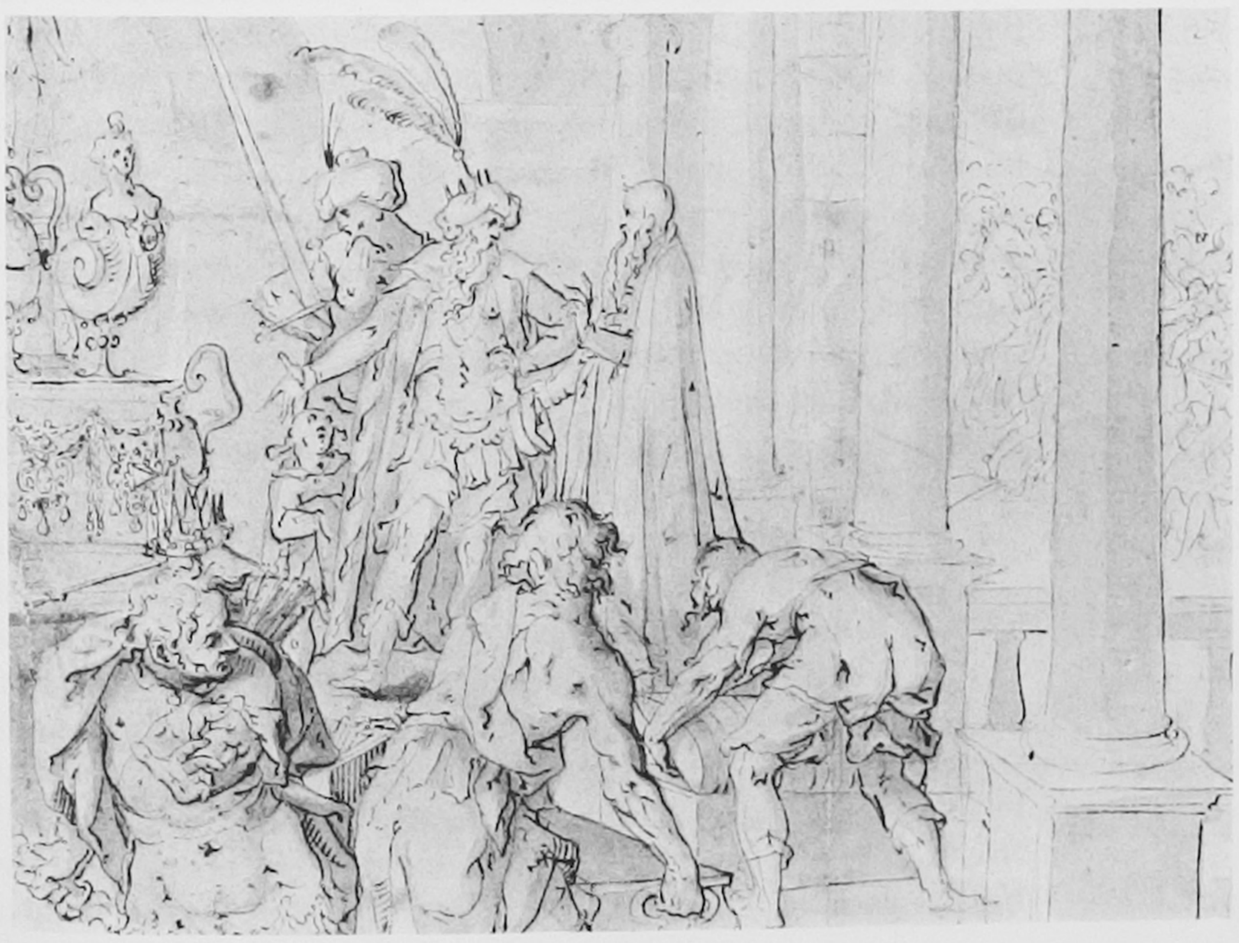


Fig. 3 Hans von Aachen, CONCERT
(Courtesy of Wallraf-Richartz-Museum, Cologne)

Fig. 1 Hans von Aachen,
JUDITH WITH THE HEAD OF HOLOFERNES
(Johnson Gallery, Middlebury College)

Down mit der male chauvinist Schwein, vows this legendary exemplar of the feminine mystique, Ms. "Do-it-yourself" Judy, whose mighty arm dominates the Johnson Gallery. Attributed to the German Mannerist, Hans von Aachen, her likeness may well be by another, guesses this art historian who has . . .

Some Second Thoughts on *Judith*

BY ROBERT F. REIFF, PROFESSOR OF ART

When the College began its teaching collection in 1968, one of the first paintings acquired was *Judith with the Head of Holofernes* attributed to Hans von Aachen (Fig. 1).

Unfortunately there is no overwhelming evidence, let alone proof, that Hans was in fact the artist. I shall try to present here some of the evidence concerning its attribution to that artist and let the reader form his own opinion. The problem is made more difficult by the fact that Hans von Aachen is known to have painted in many styles.

His drawings, on the other hand, are in a single, quite distinctive style: by a gift of Judge and Mrs. Samuel Fishman, the College acquired in 1969 a pen-and-wash drawing by Hans depicting the meeting of Attila the Hun with Pope Leo I—a study for a painting that, so far as we know, was never executed (Fig. 2). A comparison of this sketch with other drawings known to be Hans's leaves little doubt as to its authenticity: it has the same nervous energy and air of excitability evidenced in his drawing, *Konzert*, dated 1613, and now in Cologne (Fig. 3).

But Hans's paintings show no such stylistic consistency one to another. Middlebury's *Judith* is an excellent Mannerist work but it bears only a superficial resemblance to fully

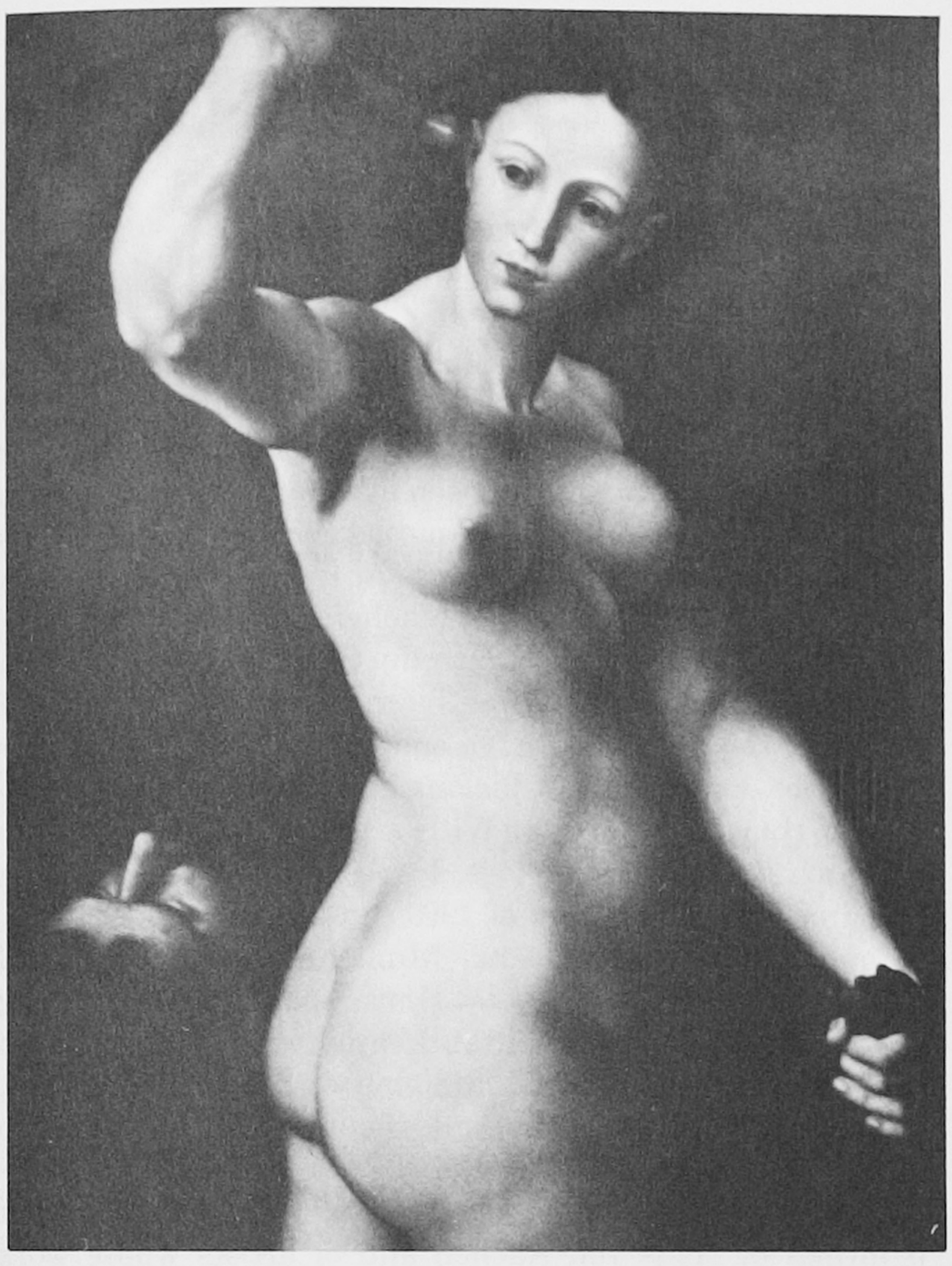


Fig. 7 Jan van Hemessen, JUDITH WITH THE HEAD OF HOLOFERNES
(Hanover Landesmuseum)

Fig. 8 Engraving after Goltzius, JUDITH HOLDING THE HEAD OF HOLOFERNES
(Courtesy of Lawrence University, Appleton, Wisconsin)

and to glance soulfully upward in an exaggerated response no matter how mild the stimulus might be. No one appears passive, except possibly in a portrait. Because figures overreact, one tends to dismiss them as unreliable and neurotic.

The Middlebury picture shows Judith just after she has beheaded the chief captain of the Babylonian armies who were besieging her native city, Bethulia. The story from the Apocrypha does not include the servant woman who here assists Judith, but she appears in most paintings of this subject. Judith, far from being excited or undone by the grisly act she has just performed, glances beyond her sword as if thankful for Divine assistance. Even so, she assumes the standard pose of *contrapposto* and crooks her left index finger in the traditional Mannerist fashion. The draperies, too, conform to accepted patterns. Passion seems curbed by convention. She is properly endowed for her role as heroine with proportions related to Michelangelo's sibyls. Thus she is a type, not an individual, and so is the servant woman. The latter appears in other guises in paintings by other artists, even in some of the early works of Rembrandt.

The Middlebury *Judith* depends for much of its appeal on its color, and in black-and-white reproduction most of its power is lost. The color vitalizes and refines. It is characteristic of much Flemish and German Mannerist work: primary colors are generally avoided, but, when used, are modified; blues take on a steely gray or lavender cast; reds move toward orange or magenta, and yellows are invariably golden or greenish; the greens tend toward the mossy or turn cold with a bluish cast.

Hans von Aachen signed many of his paintings with a monogram composed of his initials H,V, and A superimposed. The Middlebury piece is unsigned. It is reproduced in the 1921 *Parmigianino und der Manierismus* by Lili Fröhlich-Bum and is given to Hans. However, it is relegated to a doubtful status in the only extensive study of the artist, "Der Hofmaler Hans von Aachen: Seine Schule und seine Zeit," by A. L. Peltzer in the 1912 *Jahrbuch der Kunsthistorischen Sammlungen in Wien*.

As has already been suggested, Middlebury's "Hans von Aachen" is unusual and unlike other examples of his

Fig. 4 Angelo Bronzino, PORTRAIT OF STEPHANO COLONNA
(Galleria Nazionale D'Arte Antica, Rome)

Fig. 5 Il Parmigianino, THE VIRGIN
(Pinacoteca, Bologna)

Fig. 6 Hans von Aachen, BATHSHEBA
(Courtesy of Bavarian State Painting Collections, Munich)

Mannerists accepted much of the formal language of the Renaissance but in their hands, it became strained. They pushed for originality and pursued the chimera of perfection by amalgamating what they thought to be the best that was known. Many thought, for example, that the ideal could be achieved by fusing the drawing of Michelangelo with the color of Titian—which is rather like trying to combine the circle with the square. Of course, the best of the Mannerists concentrated their efforts on the work of the moment and not on a fruitless struggle to combine irreconcilables. Yet most Mannerist art, even the best, is formalistic and eccentric compared to that of the High Renaissance, and much of it is bizarre, unstable, impulsive, and abstruse.

The subject of Mannerism in art has fascinated many art historians and is too complex to consider here in any detail. The Middlebury *Judith*, though Mannerist, is conservative. Unlike so many Mannerist works, the drawing is firm and the construction sound. It is not unusual in Mannerist art to find heads and necks that do not rest firmly on torsos, or wrists that fail to articulate. It is also characteristic for figures to gesture broadly, to twist and turn, to tilt their heads

Fig. 10 Hans von Aachen, RAISING THE YOUNG MAN OF NAIN
(Courtesy of Alte Pinakothek, Munich)

2. The *Judith* evokes recollections of the Roman, Bronzino, while most of the paintings attributed with certainty to Hans recall Venetian painting of the 16th century.
3. Works by Hans are generally more complicated in conception, with more figures, richer atmospheric effects, and a greater sense of depth; they lack the bold, forthright manner of the *Judith*. In short, the scale is different. One need only compare the *Judith* with two of the best-known, authenticated works of Hans, his *Victory of Truth* and his *Resurrection of the Youth at Nain*, both in Munich, to see the differences referred to, above (Figures 9 and 10).
4. Hans is not known to have done any other paintings of Judith or to have chosen similar themes.
5. As noted above, Peltzer, in the most extensive study of Hans von Aachen done to date, lists the *Judith* as a "doubtful" work of Hans.

Concerning the Middlebury *Judith* (and we will continue to identify it as a work of Hans von Aachen until further evidence is uncovered) there are three possibilities:

1. It could be a work by Hans von Aachen. The Mannerists taken individually were unstable in developing a personal style. Hans could have here abandoned his painterly manner to satisfy the tastes of a patron.
2. The painting could be a "shop" piece. That is, it could have been painted by assistants and touched up by Hans, or based on one of his drawings and generally supervised by him. I would tend to reject this possibility because the painting is too good. Shop pieces are usually inferior to the artist's authenticated works. Such is not the case here.
3. The painting could be by some other artist. This is a distinct possibility: the only problem is in naming the artist. Unfortunately, there are a number of possibilities because the Mannerists tended to employ much the same pictorial vocabulary.

Dismissing the second possibility, one can use an analytical approach to style known as the "Morellian method". It was devised by the art historian and collector, Giovanni Morelli (1816-91), who began the study of art after having been active in natural science. He sought to employ the same objective criteria fundamental to scientific research. Morelli maintained that each artist reveals peculiarities in the drawing of an ear, a fingernail, or drapery patterns, as surely as he would in his handwriting. One need only make frequent comparisons of parts of paintings to establish some basis for identifying the artist. Well-documented works can lend some of their authenticity to those with no known pedigree through such comparisons—or can isolate the intruder by demonstrating how little it has in common with works known to be genuine.

To employ the Morellian method effectively, we would need several sets of photographs of all the artists whose work bears similarity to that of Middlebury's *Judith*. Although such a dossier has yet to be assembled, every time I visit a museum, or thumb through the pages of an art periodical such as *Apollo* or the *Gazette des Beaux-Arts*, I will notice, I'm sure, any works by Hans von Aachen and any of his stylistic colleagues which bear a resemblance to the Middlebury *Judith*.

This remains a neat dissertation topic for some aspiring art historian. As a start I would suggest comparison of this painting with the extant works of Bartolomeus Spranger (1546-1611) and of Joseph Heintz (1564-1609), both painters with Hans at the court of Rudolf II in Prague; and with Cornelis van Haarlem (1562-1638) whose art bears a close resemblance to that of Hans. □

Fig. 9 Hans von Aachen, VICTORY OF TRUTH
(Courtesy of Alte Pinakothek, Munich)

work in European museums. Comparing it with a *Bathsheba* in Munich (Fig. 6), one can see similarities in the treatment of the arms and hands, but on the whole, the Munich picture is more atmospheric with it emphasis on textures, softness of contours, and transparency of draperies. In general, the authenticated works tend to be more painterly and warmer and richer in color. The Middlebury painting more closely resembles that of the Dutch Mannerists, notably Jan van Hemessen (fl. 1519?-56?), whose *Judith* paintings hang in Hanover and in Chicago (Fig. 7). It is also surprisingly similar to an engraving of Judith after an engraving by Hendrick Goltzius (1558-1617) (Fig. 8). Charles Parkhurst, assistant director of The National Gallery in Washington, has suggested to me that the Middlebury *Judith* might be the work of Cornelis Van Haarlem (1562-1638), another Dutch Mannerist. (It is no accident that there are strong correspondences between the Rudolfine Group and the Dutch and Flemish school of Mannerism: they knew each other's work, if not through originals, then from engravings.)

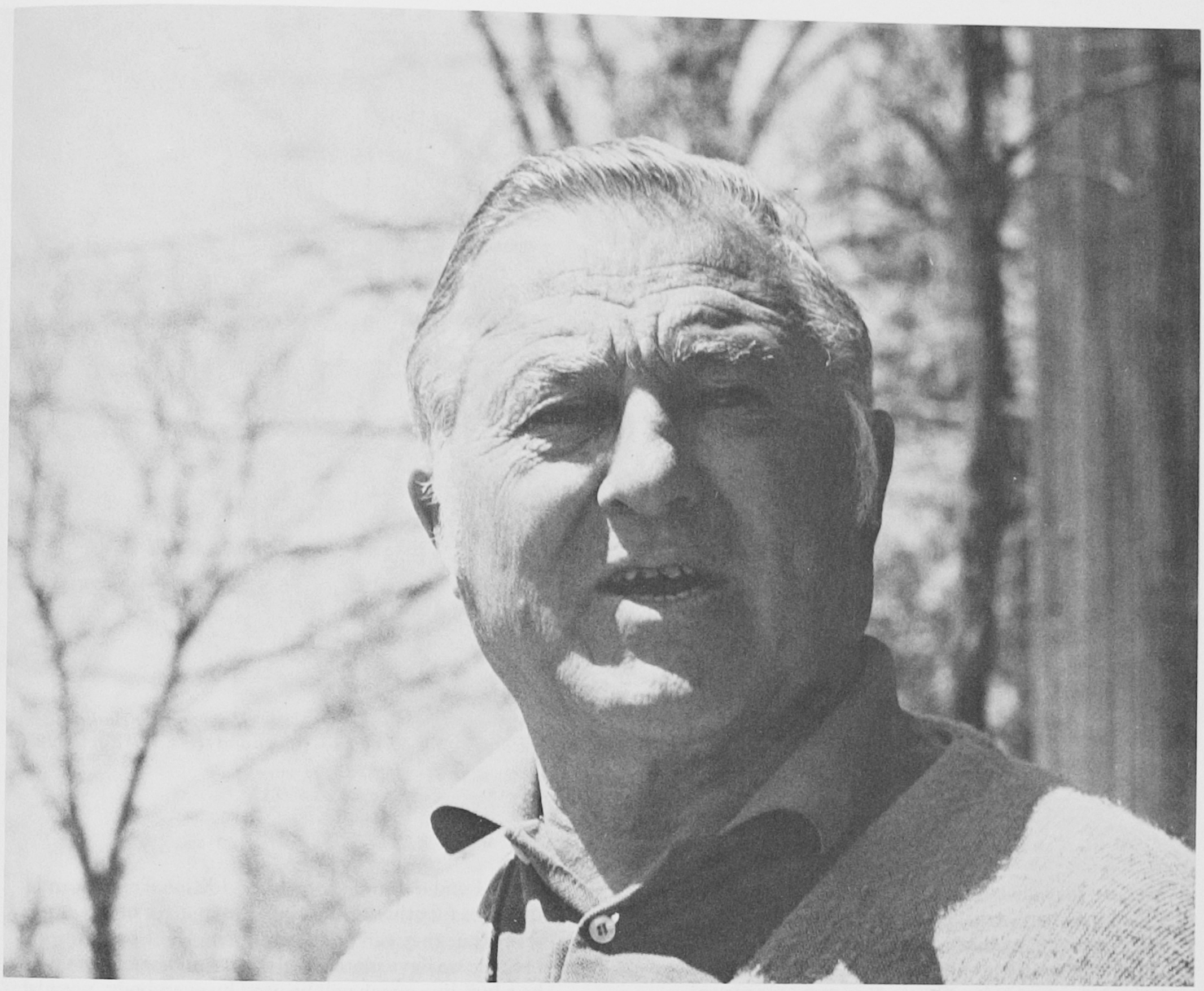
The detective in the art field, the man who determines the authorship or provenance of a certain work of art, is called a connoisseur. He usually limits his expertise to a small area of art history. He not only knows the work of all the great artists of a given period but that of all of the lesser figures, many of whom have been lost from sight not only to the general art public but to most scholars. Connoisseurs are usually connected with museums; they often move in and out of teaching but are not teachers *per se*.

With this rather lengthy introduction, I admit that I am not qualified to fix an attribution to Middlebury's *Judith*. I do think, though, that I have enough knowledge to harbor legitimate doubts and suspicions about its present attribution to Hans von Aachen. With a grant from the Faculty Research Fund of the College, I was able to visit museums in Europe in the summer of 1969 (and in 1970) and found, notably at those in Cologne, Munich, Schliessheim, and Amsterdam, works given to Hans—paintings with long histories thus assuring their authenticity. In addition, with the financial assistance of Middlebury's Department of Art, I acquired photographs of all the art by Hans in two museums rich in his work, those in Prague and Vienna—about a dozen in all. In Europe I photographed several other paintings of Hans von Aachen and of artists whose work showed an affinity to his style. Before going to Europe, I had visited the archives of the Frick Reference Library to see their collection of photographs and clippings on the art of Hans. Currently, I would hazard the guess that Middlebury's present collection of 32 photographs of his paintings is probably the largest anywhere. I have also consulted with colleagues at Middlebury and at other institutions.

With all of this evidence at our disposal, a number of questions remain unanswered. We would like to know who the previous owners of our picture are. Of course, if we knew them all, and could trace the work back to the atelier of the artist, then stylistic analysis would be unnecessary. If we could find a letter of Hans or, in fact, almost any contemporary or nearly contemporary comment on our picture, than it could be assumed that the authorship of our painting was determinable. But alas, no such evidence has thus far emerged. Perhaps none exists.

Meanwhile, faced with a remarkable dearth of firm information about this painting, what can we say about its attribution? Although I am in no way an authority on Mannerist painters, I would question assigning *Judith* to Hans von Aachen for these reasons:

1. The painting differs radically in style from most of the known works of Hans. Hans tended to be much freer in his brushwork, more painterly; his surfaces lacked the high, almost lacquered, finish of the *Judith* and his contours are usually softer and less precise.



if you're successful, if you make a great play, a great tackle—then you feel you've done something against someone who's as physically strong as you are and that you've overcome 'em."

Q. You played varsity hockey at Middlebury in all four years; then coached hockey here for another four years: In those days hockey was played outdoors in the open area in front of McCullough. Were those contests ever cancelled because of weather? Were they ever played in a snow storm?

N. "Oh they were played in *all* kinds of weather! In fact, most of the time they *weren't* played because the weather was against us. Schedules were limited, in those days; we never scheduled more than 12 games and we were lucky to get in six or seven of them. Today we play 25 or more. We'd always have a battle in February of the sun coming up and melting the ice by noontime and making shell ice or water on it. Other days you played when it was below zero, maybe 10 or 15 below, and you might be playing in one of those north winds where you couldn't skate against it, you had to wait until you could turn around and go the other way before you could skate. And you might have to play in a snowstorm. But the thing about it was that hockey is another 'fun' sport to practice—and so no matter what the weather was there was great interest. Those who played hockey would go anywhere to find ice. We used to go to Dunmore, we'd leave for Lake Placid at 4:30 in the morning—drive over there and practice in their indoor rink; we'd go anywhere where there was ice if our rink wasn't in shape for practice. And people didn't even think of it; it wasn't a hardship because you were going to do something that you liked to do. So hockey to me has always been a 'fun' sport and the coaching has been. You never had to worry about people showing up for practice

"DUKE" retires

Walter J. Nelson '32, known to all as "Duke", retired this year after 40 years of coaching—30 of them at Middlebury. When Duke graduated *cum laude* in 1932, he was immediately hired to coach varsity hockey and baseball, and freshman football, at his alma mater. At that time none of the College's present faculty was teaching here and when he retired Duke's 30 years on the faculty was exceeded by only three other active members—Bourcier, Munford, and Volkert.

One week before the grand send-off dinner in Proctor, about which more anon, we enjoyed an hour of good conversation with Professor Nelson in his corner office in the Field House. The talk ranged across many topics and many periods, beginning with his summer plans and pleasures:

Q. Thousands of alumni have known you as a coach and a friend, and with your retirement this summer after 40 years of coaching, I know they'd like to hear what plans you have for the next few years.

N. "No definite plans at the moment. Once I get through the middle of the summer, I'll have more ideas what I want to do.

"For the past two summers I've been working for Northwood School in their summer hockey program at Lake Placid. For ten years before that I was waterfront director at a boys camp in Westport, N.Y."

Q. I've seen you at work in the painting studio at the Johnson Building; is this a new interest or have you been painting for some time?

In 1932 Duke, who had played varsity hockey and baseball all 4 years and football for 2, joined Panther coaching staff. On opposite page, 39 springtimes later, Duke discusses his most challenging personal sport, golf.

N. "No, three years ago when the College gave me leave until the start of the golf season in March, I joined one of Bruce Muirhead's classes; I never had painted but I thought I'd try it. I've always liked to draw and print, and I had some time, so I went over and started painting. Then this year in the Winter program I went into Dave Bumbeck's woodblock group and I did some printing."

Q. What do you like to do for relaxation?

N. "I play a great deal of golf, and I like to fish, and, well, I like anything that's outdoors, and of course I like to talk, I like to be with people. I like to have conversation with them whether it's serious or very light and I have the hobby, now, of painting."

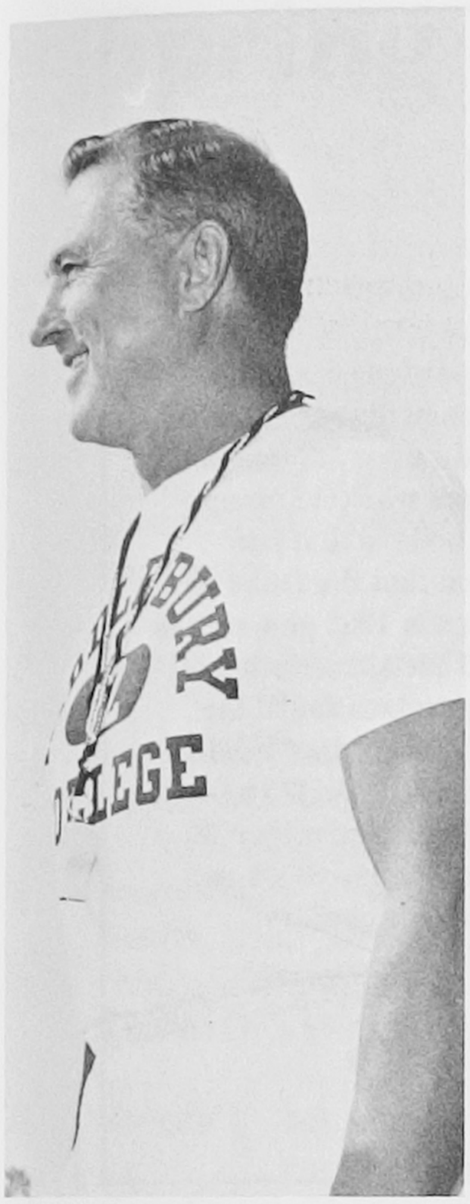
Q. Even after coaching golf for 20 years, you still like to get out on your own?

N. "Oh yes! I started when I was ten as a caddy and I've had a long time at it. The last few summers I've been playing five days a week."

Q. You've coached football for 26 years, golf for 24 years, hockey for 25 years, baseball for 11 years, lacrosse for 5 years, and basketball for 3 years: From a coach's standpoint, which one of these sports is the most fun to coach? . . . and which one is the most agonizing?

N. "Well, any sport is fun to coach when things are going well. When you have good material and things go well, then it seems you have a broader smile.

"Football has the most organization; it's a lot more work. But you can *make* a football player out of a typical student more readily than you can make a hockey player out of someone. On the other hand, you don't have to have as many good players in hockey to be successful as you do in football: one or two men—a goalie and a scorer—can make your hockey team a success, whereas in football you've got to have a greater number of good performers and it takes a lot more planning. The hardest sport of all to coach is football. No matter what you do in the other sports, everyone seems to be having fun: football is work. In hockey, everybody gets to shoot the puck. It's the same with lacrosse, the same with golf; you have the ball and you can control it. The same thing with baseball; everyone gets a chance to throw, everyone gets a chance to hit. The same in basketball, you have to get the ball sometime: they can't keep it away from you. But in football there's a lot of people don't even know what they're playing with; they never see the object, hardly. Therefore that sport gives you less fun; it's more serious, more work. In football the only fun is



At work in 1959 (above) and in 1968 (top). At right, Duke greets one of 310 well-wishers who packed Proctor Hall for testimonial dinner in May.

long as he can catch the football, he can be a *part* of the team. And in hockey there are so many kids wanting to play, now, that they're changing the rules to let more kids participate and make the squads bigger—and of course this makes for faster action, too.

"Of course, you still have to be able to do the basic things and do them well. You still have to have dedication. Probably not as much dedication as you did but if you're good you have to have dedication. Football is still blocking and tackling and running, I don't care how many people play it. Hockey is skating and shooting and checking. And basketball is playing defense and shooting and checking. Everything is about the same except now there's been so much coaching and so much expansion in the programs and so much improvement of playing fields and of lighting, and so many other things. Even the youngsters get bigger; the vitamins and all the baby food and stuff have made them stronger and even quicker. There are more youngsters, today, who show that high level of performance but there were still some in the old days, who were just as gifted as these kids today."

Q. You were talking about the greater numbers that go out for sports today. When you played hockey in the early 1930s how many lines did you have?

N. "I played four years of college hockey, here, and I only lost about three minutes of time in all those years—I played all the time. I'd start at defense and move right around, and when I wanted to rest, I went back to defense. And other people did the same thing.

Q. You played forward, too?

N. "I played center ice, or defense, or left wing; we just had ten or 11 men on the squad and there were maybe two or three of us who were playing almost 60 minutes of every game. But other schools were doing the same thing."

". . . It was normal in those days to play without any substitution. On trips you'd take maybe nine men. But you actually weren't skating hard all the time: you were saving your energy so you'd have it when an opportunity presented itself, you could go in and score. There was much less flying from one end of the ice to the other: the rules were completely different. Everybody on your team had to be *behind* the puck at all times—there was no passing the puck forward to a wing breaking out. It was a totally different game—there was less flying with the puck and much more stick handling, poke checking, hook checking, and such. Stick handling was more important than skat-

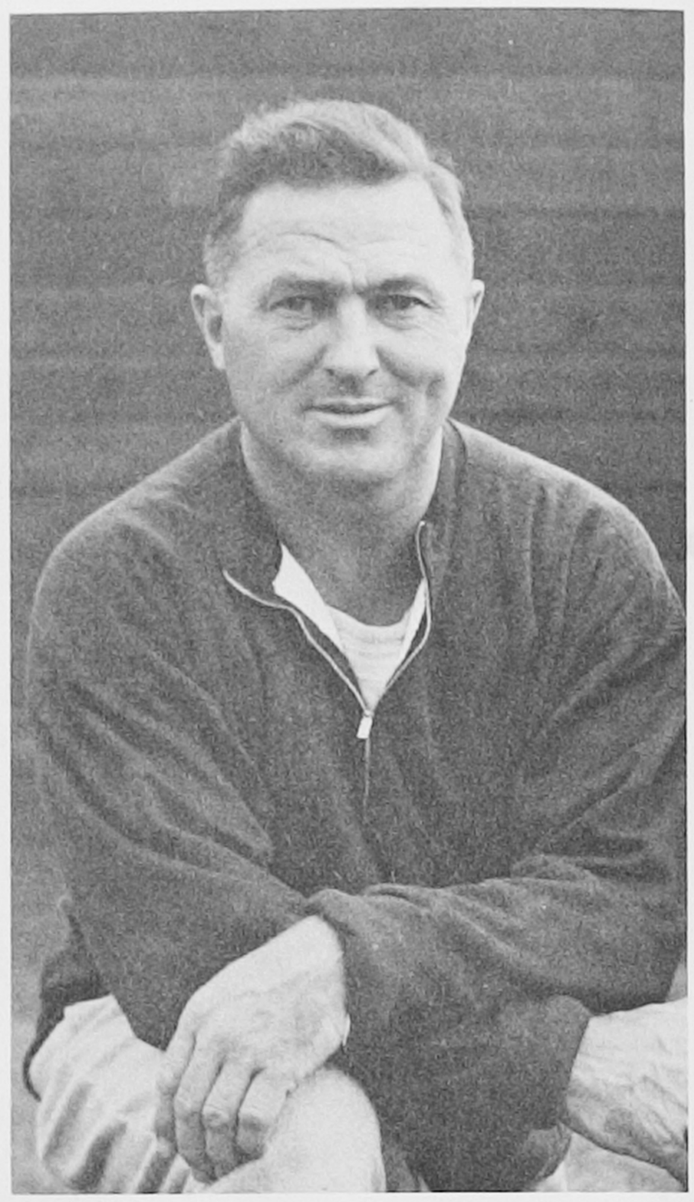
In 1948 Duke's gridmen posted all-time best Midd record, 7-1. Two weeks after Mullin's cartoon, Midd too fell off the bus, upset by Union 14-7.

The Rough Road — by Mullin

New York World-Telegram

22 MONDAY, OCTOBER 25, 1948.

Sports



Between 1956 and '62, Middlebury footballers had seven winning seasons including identical 5-1-1 records in '59, '60, and '61. Above and right, Duke in the 1950s.

because they always loved to practice."

Q. Talking about weather, there's been some criticism, here, about the proposed new indoor field: Is this facility really essential for Middlebury's athletic program or is it a "luxury" as some people are saying?

N. "No, it's essential, because we have expanded our school from 650 or 700 men, six or seven years ago, to 1,000 men. Our indoor facilities now are crowded. Sports all start at the same time in the afternoon and right now we are dovetailing, overlapping—in scheduling the intramural program. The intramural program is a very, very important program to the men athletes and whatever the facility, it's certainly not going to be a luxury compared to Middlebury College's needs. We need something for the young men and women—even the women will be using this all day—their own individual programs—and your team programs. When we put up this building, we put in four tennis courts, we never figured that everyone would be hollering for the rink ice to go out. It has been a great advantage to us in our tennis program—we've had numerous matches that would have been cancelled or postponed except for those four indoor courts we've been able to play them. And in the new facility, so I understand, there'll be additional courts and facilities for other things. No, I'm in favor of anything that they can do to help the present program because we have more people in it and basically it will be a building which will be used by everybody, not just the athletic teams."

Q. You've been in college athletics *so* many years, more than 40 years. Do you see any difference in the general level of play in, let's say, football, or hockey? Has it been refined, are the players becoming more sophisticated now because of television, for instance?

N. "Naturally, there are more people playing now, than there ever have been—in all our sports. And they are better prepared in the secondary schools and even in the elementary schools; they have the programs, the equipment, and the coaching. And, of course, every youngster from the age of four is exposed to television. He sees things on television and before you know it he's doing it. They do a great deal by imitation.

"But now we're in an age where the rules committees have changed the rules so that more people, having perhaps less all-round ability, can participate: the specialty athlete has replaced the 'all-around' athlete. A young man who can catch a football, for instance, doesn't have to know how to block and tackle; as

Spring Sports

Track 6-5 record. No home meet (too wet). At Eastern Invitationals in Boston, May 13 (a 13-team meet):
Joe McNulty '72 3rd in mile
Gary Johnson '74 3rd in 3-mile
Peter Dean '75 3rd in high jump
Jon Hird '73 6th in mile
Coach: John Bower. Asst: Andy Talley (Coach, next year)

Lacrosse 8-6 record including upset wins over Dartmouth, Amherst, and Williams. Ended season with 9-5 loss to Joe Morrone's U Conns due largely to superb goal tending by a U Conn freshman who made 22 saves. Leading scorer with 20 goals and 15 assists was midfielder Brad Bruce '72 whose 3-season career total of 119 points set a new Middlebury record. Coach: Bob Pfeiffer.

Baseball 3-8 season. With a largely freshman varsity (9 of 17) and no place to practice, Coach Forbes must "wait 'til next year" when 15 of his 17-man squad return as sophomores or juniors. Wet playing fields which switched the opening home game to MIT postponed the next two home contests and cancelled two more, prevented an early season practice and allowed only sporadic practice sessions, thereafter. Only wins were over Norwich, Plattsburgh State, and St. Michael's. Sophomore Doug Cramphin hit .321 and stole 14 bases despite a pulled leg muscle during much of the season. Other top hitters were freshmen Bob Keller at .308 and Mike O'Neil at .291.

Tennis 6-3 season. Coach Tim Carey's team, which reversed last year's 3-6 record, was a well-balanced squad: any of the top five players could beat any other on a given day. Only losses were to Vermont (twice) and to Wesleyan. Seven of the nine players will be back next spring and only two of these will then be seniors. "We expect to beat Vermont twice next year," grins Tim.

Golf 9-4 mark, best since 1968 team's 10-4 record. Team leaders were Bill Everett '72 (Weston, Conn.) and Hugh Barber '73 (Brattleboro). Ended season with 388-393 win over Dartmouth to bring retiring Coach Duke Nelson's life-time varsity wins total to 501 contests in 5 sports.

White-water Slalom

Two Middlebury men are good bets to represent the U.S. next month in the white-water slalom competition newly added to the Summer Olympic Games. The Summer Olympics are in Munich this year (August 26-September 10) and the first Olympic white-water slalom competition will be run on the Augsburg Canal just outside of town.

Each country may enter a three-man team (plus one alternate) in each of four events: one-man canoe, two-man canoe, men's kayak, and women's kayak.

The national trial for selecting the U.S. Olympic slalom team will be run July 28th on the Savage River in Maryland. Competitors eligible for this final are the top performers in regional trials. The three Eastern regionals were held this spring on the Farmington River in Connecticut, the Savage River, and the West River near Jamaica, Vermont.

Dave Nutt '72 (see cover) finished 3rd, 4th, and 1st in those three trials in the kayak slalom, while Randal Spencer '73 finished 7th, 5th, and 1st in the one-man canoe slalom.

The one-man canoe is very similar to a kayak, but is somewhat heavier (27 *vs* 22 lbs) and the

Toasted at Gala

As Marjorie Nelson looks on, Duke acknowledges standing ovation by 310 friends at May 25th testimonial dinner. Occasion set record for laughs per minute: emcee Ed Yerow '33 was in top form, as were most of the dozen speakers who told funny stories all evening. By midnight few could believe that four hours had elapsed. Jack Kirk '39 announced that the Duke Nelson Memorial Scholarship Fund established in 1968 now stands at $30,000. Dave Thompson '49 announced the subscription of a $6,700 trust fund for support of the college education of the Nelsons' two younger children, Janet, 18 (who enters Middlebury this fall) and Harry, 11; Marjorie Nelson (MA '47) was presented a gold-and-diamond brooch by Fred Neuberger '50 and Duke was handed the keys to a new golf cart—all given jointly by more than 350 friends from across the country.

ing in those days because one man had to take the puck in all the way, usually; there was no passing forward when you got bottled up like you have, today. It was the pros that changed the rules: the old rules kept the scores down and nobody would come to see you play. So they added blue lines and the red line and opened up the game more and more to give the spectators more scoring.

"Today's kids skate better—they get so much more ice time than we ever got—and they shoot the puck a lot harder because shooting is so much more important, now. When we practiced hockey on the ponds, you didn't dare lift the puck because if you did it went off the pond into the snow and it'd take you five minutes to find it. So we kept our shots on the ice. When they started to use boards around the rink everybody began to shoot better because now you could lift the puck. But today there isn't anyone goes out for college hockey who can't skate; it used to be a lot of kids couldn't skate very well."

Q. How about football? How many men came out when you were starting to coach?

N. "Well if you could get a squad of 40 you had a good team. Because every man played both ways—offense and defense—and you had limited substitution. But as the substitution rules changed, you had to have bigger and bigger squads and finally you had two-platoon football. And what changed the substitution rules was concern for injuries. A kid would get hurt but he wouldn't want to be taken out and miss the rest of the quarter, so he'd try to hide the fact he was injured or maybe stunned, so his coach wouldn't take him out. Then the team captain was made responsible for sending off any man who was stunned. But too many players were playing while injured and this meant they were liable, of course, to even greater injury, so the freer-substitution rule changes were a good thing. Of course nowadays as soon as a boy falls down or it looks like he stumbled over a high piece of grass, they take him out. Or he may have run 35 yards on a pass play and he's out of breath, so out he comes for a rest. The rules have completely changed the game!

"Back in the '30s at Middlebury we'd have squads of 30 men or so. Then in the '60s when colleges began playing two-platoon, Middlebury didn't want to use freshmen in our varsity, so we would go up against squads of 50 or 60 men with about 30 men. So of course we had to play 6 or 7 boys both ways—and you just can't compete that way: the boys would get too tired—and they'd have to learn twice as much so they wouldn't learn anything as thoroughly.

"But this fall there'll be 58 men coming out for varsity football and even though we won't be playing freshmen, we won't be undermanned as far as numbers go. (Freshmen will play on the "B" varsity, only.) So this means you'll have a far stronger "B" squad than you had last year. There'll be about 30 freshmen, alone, who'll be coming out for football, so that will be a pretty good squad, right there." □

right to interject his partisan politics into such an occasion, then by the same token someone else has the right to interject his sectarian religious views, his personal economic convictions, his aesthetic preferences, etc. The really great tradition of academic freedom, that is, freedom for academic scholarship, is seriously sick at Middlebury College, judging from the graduation ceremonies for the class of 1972. It is clear to me that the students who voted for the journalist commencement speaker took their cue not from the great tradition of Plato's Academy and Aristotle's Lyceum, but from the sophistries of Madison Avenue. In twenty-eight years of listening to commencement speakers, as a member of various faculties in several colleges and universities, I have never heard a more pathetically unscholarly commencement address. Instead of an honorary degree, Middlebury College should have offered its 1972 commencement speaker free tuition for a course in elementary logic and methods of research.

Until the doctrinaire political activists among the Middlebury College faculty and students refrain from inflicting their politics upon visitors to the campus I shall assume that propaganda, not scholarship, is the basis of a Middlebury education.

PETER J. STANLIS'42
Chairman, Dept. of English
Rockford College, Rockford, Illinois

(The following letter was received in April just as the Spring issue, carrying the story of "Sally and Cindy in Lappland", was being mailed out.—Ed.)

Gentlemen:

The enclosed pictures are part of a story I thought might interest you.

While stationed with the Army in Germany last summer I took a three-week trip to Scandinavia on leave with a friend of mine, Capt. Frank Lucas. We drove north through Finland and Norway above the Arctic Circle to Nord Kapp, the northernmost point in Europe. Coming back down the Norwegian coast about 50 miles south of Nord Kapp near the village of Alta we stopped the car at a Lapp reindeer skin tent to examine the skins they had out for sale. Some Lapp children came out of the tent and an older girl came running out of a cabin nearby. Frank turned to the girl and asked, "Do you speak English?" She answered, "Yes." We had not heard an affirmative answer to that question in so long that my friend automatically shifted to our alternative, "Sprechen sie Deutsch?" The girl laughed and said, "No, I'm sorry I only speak English." Startled and embarrassed we began a long conversation with her. You can imagine my amazement to find that she was Sally Anderson, an anthropology major at Middlebury taking a year off to live with the Lapps. She was equally amazed to learn that I was an alumnus of her illustrious school.

Frank and I pitched our tent in Sally's "backyard" and spent three fascinating days talking with Sally about Lappland and her experiences. It was almost anti-climactic to learn that a second Middlebury girl, Cindy Wright, was living with another family about ten miles down the road. The pictures are of Sally in Lapp dress on her birthday in June, 1971 in the Land of the Midnight Sun.

I was discharged from the Army last week and am about to embark on a trek through India, Nepal and the Far East on my way home to St. Louis. If I run across any more Middlebury girls in equally isolated spots such as Kathmandu or the Himalayas, I will let you know.

FRED H. EPPENBERGER '65
St. Louis, Missouri

Gentlemen:

I was very pleased to read the recognition and acknowledgement accorded to the officers of the Alpha Tau Omega Alumni Association in Middlebury College for the generous contribution of $13,000 to Middlebury College.

Nearly a decade has passed since Alpha Tau Omega has enjoyed active participation on your campus. While the Epsilon Mu chapter of ATO decided to withdraw in 1964 because of the selectivity provisions of our membership policies, I must add that our Middlebury undergraduates helped educate and influence other undergraduate chapters toward a policy of nondiscrimination. The two years following Epsilon Mu's decision to withdraw, the Fraternity, in the same democratic fashion, at our National Convention, rid itself of any so-called discriminatory practices.

Your readers should know that ATO does not discriminate against any person on the basis of race, color, religion or national origin and every local chapter is free to select its members without bias and without the interference on any grounds, indirectly or directly from any source outside the local chapter. Likewise, our chapters are free to decide upon a method of voting on candidates for pledgeship or membership. I'm sure the stigma of selectivity associated with Alpha Tau Omega stills remains with some alumni and faculty at Middlebury which prompts my clarification and comments.

NORMAN E. RITCHIE
Executive Vice President
Alpha Tau Omega Fraternity

Gentlemen:

I've been listening to my husband laud the achievement of various alumni of his alma mater, Union College. He tells me Secretary of States during the Civil War, north and south, were Union alumni, as were one president, Chester Arthur, etc.

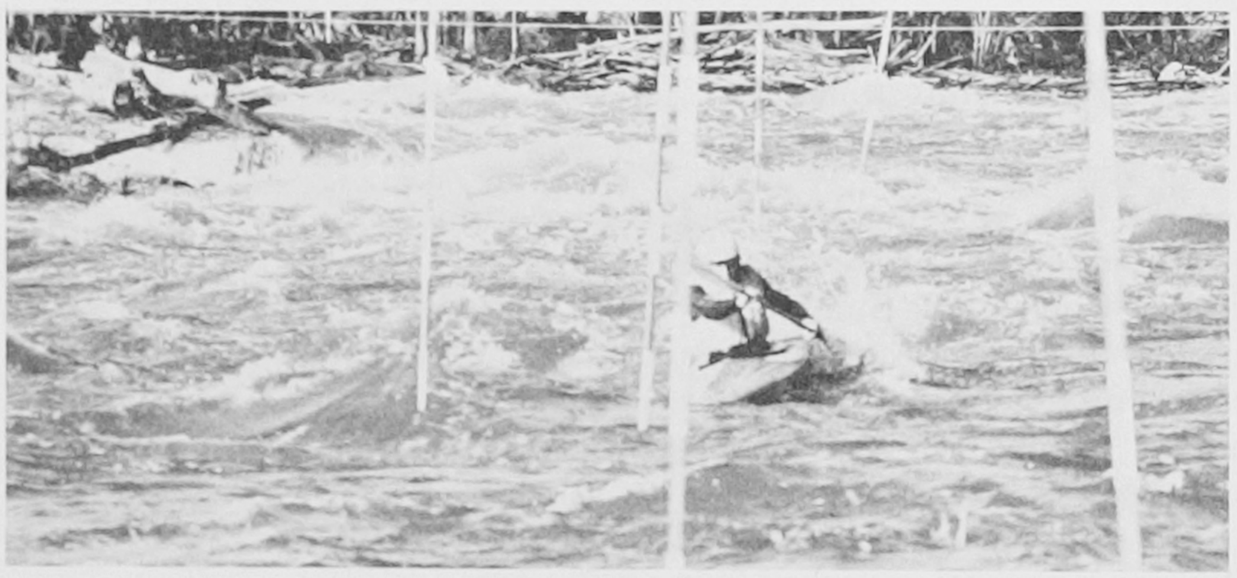
Does Middlebury have any famous sons in the area of national or international politics? I need some fuel for a rebuttal!

JOAN SLEPPIN FREEMAN '54
Great Neck, Long Island

Sure! In addition to the four distinguished Senators and the 25 Congressmen mentioned in the last issue, here are three Middlebury alumni, all distinguished lawyers, to toss at Herb: Nelson, Haines, and Phelps. Samuel Nelson, Class of 1813, for 27 years a justice on the U.S. Supreme Court (1845-72), wrote the dissenting opinion on the Dred Scott case and was appointed by President Grant to the High Commission that secured $15 million in reparations from Britain in 1871 for allowing delivery by a British yard of the Alabama *to the Confederacy in 1862. Charles G. Haines, Class of 1816, termed "the most brilliant man in the country" by Daniel Webster, in only seven years (he died at age 32 in 1825) edited the first law journal in the U.S., argued major constitutional questions before the Supreme Court, and at the request of several newly independent nations in Latin America wrote "A Complete System of Republican Government". Edward J. Phelps, Class of 1840, U.S. Minister to Great Britain, 1885-89, and U.S. Counsel in the Bering Sea arbitration with Russia, 1893, was professor of law at Yale 1882-1900, which established the Phelps Professorship of Law in his honor. (Incidentally, you can tell Herb that during the Civil War, Byron Sunderland '38 was Chaplain of the Senate and Jonathan Shepherd '38 was Chaplain of the Confederate Congress.)*

racer paddles from a kneeling, instead of a seated, position. The canoer uses a single-bladed paddle; the kayaker's is double-bladed. Competitors are sealed into both boats with a rubber waist gasket to prevent swamping and are able to roll through 360 degrees as a routine procedure.

White-water enthusiasts at the College work out during the winter in the Brown Pool. Novices who have elected Phys Ed "independent study" in kayak technique also use the Pool in winter until they can move out onto the river. Shown here is sophomore Mark Patlovich of Simsbury, Conn. working his way through the gates which the Mountain Club strung above Otter Creek this spring below the Middlebury Falls.



Letters

Gentlemen:

As a parent who came to attend the commencement exercises at Middlebury College last May 29, I believe that I had the right (along with every other parent) to witness the graduation ceremonies without being subjected to the partisan political insignia worn by some faculty members and students in the procession. I also believe that the audience had the right not to be forced to listen to political pronouncements of a very controversial kind (with no allowance for any rebuttal) from the speaker's platform. The right to attend a purely academic graduation exercise is one which supercedes anyone else's presumed right to engage in politics on such an occasion.

If the administration at Middlebury College grants anyone the

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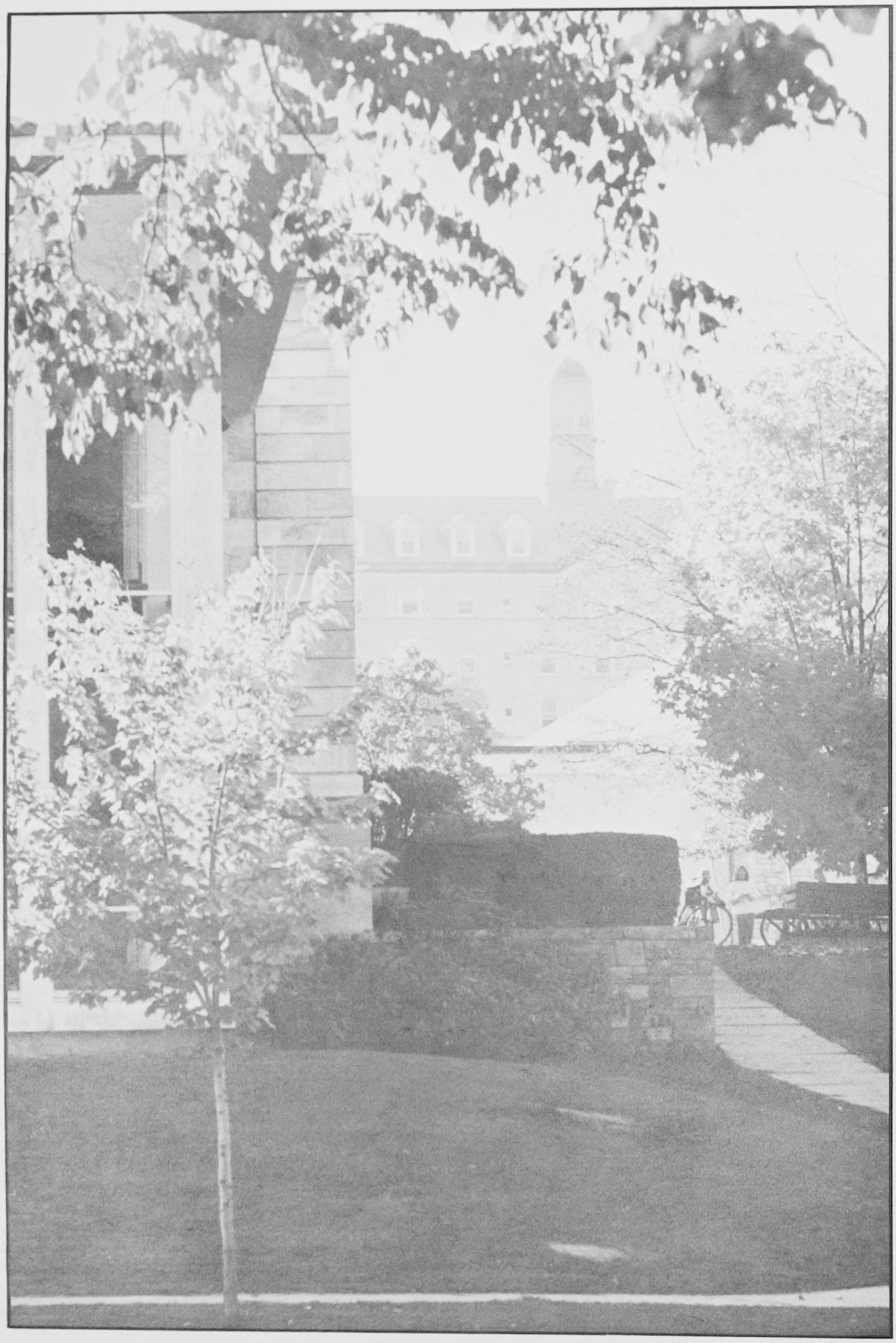
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